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ABSTRACT

The results are presented of the validation study of reading and mathematics criterion referenced tests, administered to South Carolina students in grades 3, 6, and 8. This testing was mandated by state law to field test a competency based assessment program. The study was based on three activities: (1) test selection; (2) content validation; and (3) analysis of test results. Published tests were examined, using a set of predetermined specifications to evaluate each one. Criterion referenced tests published by Science Research Associates (SRA) were selected. To determine content validity, all county, area, and district superintendents were asked to evaluate the tests to determine if: the test objectives were consistent with curriculum content, represented essential learning, and represented desirable learning. Both parallel forms and internal consistency reliability were measured. In analyzing the test results, it was found that student achievement in grade 3 was higher than in grade 6, which was higher than students' achievement in grade 8. (Tables and graphs constitute the major portion of the document. Checklists used to rate the tests and analyses of item difficulty are also appended.) (MH)

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SOUTH CAROLINA VALIDATION STUDY OF CRITERION-REFERENCED TESTS IN READING AND MATHEMATICS

OFFICE OF RESEARCH REPORT SERIES
South Carolina Department of Education, Cyril B. Busbee, State Superintendent

SOUTH CAROLINA VALIDATION STUDY OF CRITERION-REFERENCED TESTS IN READING AND MATHEMATICS

Division of Administration and Planning
Robert R. Hill, Deputy Superintendent

Office of Research
Paul D. Sandifer, Director

State Department of Education
Cyril B. Busbee, State Superintendent
Columbia, South Carolina

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Prepared by
Corinne C. Scott, Consultant

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SOUTH CAROLINA VALIDATION STUDY OF CRITERION-REFERENCED TESTS IN READING AND MATHEMATICS

INTRODUCTION

The purpose of this report is to present the results of the validation study of criterion-referenced tests. The study was mandated by that section of the School Finance Act (1977) which states, "the State Department of Education shall develop or select and field test a competency based student assessment program in the basic skill areas of reading and mathematics utilizing criterion-referenced tests". In compliance with this legislation a decision was made to administer the criterion-referenced tests in Grades 3, 6, and 8 and to select, rather than develop, the tests from those currently available. Thus, in consideration of both legislative and policy guidelines, the field test formally began in October, 1977, and ended in July, 1978.

The study was based on three major activities: 1) selecting criterion-referenced tests in reading and mathematics from those which had been developed by test publishing companies; 2) validating the content of the tests selected; and 3) analyzing student achievement on the criterion referenced tests. Whether these activities would yield useful information, however, was thought to depend upon the extent to which the tests selected for the field test program were "appropriate" for children in South Carolina public schools at Grades 3, 6, and 8.

The term "appropriate" is used here to refer to the suitability of both what content is tested, and how that content is tested for students in South Carolina. For example, suppose a group of South Carolina teachers and administrators found that a test contained content which was not part of the South Carolina curriculum and instruction at the grade levels designated to be tested. In what ways then would the test results be meaningful? Perhaps, the results would indicate what students have learned outside the classroom; perhaps the tests would measure previous student learning. In any case, the learning measured could be categorized as unintended student learning. Since, however, there is particular learning which teachers expect students to achieve at each grade level, testing the extent to which students achieved that intended learning seems reasonable. As a consequence, the field test was designed to assess student learning in reading and mathematics that was considered to be typical for South Carolina students to acquire during Grades 3, 6, and 8.

In order to assess what students have learned, the first step necessary is to specify what students were expected to have learned. Once specified, the way in which that learning is tested becomes an issue. Both the content and construction of the items are critical in this regard. Not only must items test particular intended learning, they also must test that learning in a manner which is suitable for the students. For example, suppose there are test questions presented in a format that is totally foreign to the students. If the students then miss those questions, is ignorance of the correct answer or ignorance of the question format the likely cause? In this instance, distinguishing student achievement in the content area from lack of familiarity with the question format might be of dubious success.

In summary, the utility of the criterion-referenced achievement data is considered a function of the appropriateness of the instruments selected for the field test. Considering then that the purpose of this report is to present the results of the field test, this report addresses the following questions:

1) How were the tests selected for the field test?
2) To what extent were the selected tests appropriate for children in South Carolina public schools at Grades 3, 6, and 8?
3) What were the results of the field testing?
4) In what ways could the field test findings be used?

The tests referred to in each question above were mandated to be "criterion-referenced." The term criterion-referenced test (CRT) can be defined by two separate but related characteristics. While one characteristic involves the purpose for which a criterion-referenced test is typically administered, the other deals with the procedure for scoring the test. The feature distinguishing criterion-referenced tests from other types of tests is the latter, the scoring procedure.

In general, the purpose for administering a criterion-referenced test is to identify the extent of student learning with respect to particular content. For classroom instruction, this content is usually divided into units, each containing objectives. The objectives represent skills students are to acquire during the instructional unit. As a consequence, student achievement on a criterion-referenced test is frequently assessed in terms of the objectives. The basis for that assessment is a predetermined standard of achievement.

The standard, or criterion, represents the number of items the student must answer correctly in order to demonstrate that he "passed" or "mastered" the objective. For example, suppose there are four test items for each of 20 objectives tested. A criterion for mastering each objective may be that the student correctly answers three of the four items. In order then for the student to "pass", or "master" all objectives, the student must answer at least three items correctly for each of the 20 objectives. Sixty items correct may or may not indicate "mastery" of all objectives according to the criterion. Thus, although a variety of tests may be administered to assess, or "reference", student achievement of particular content or objectives, a test is termed "criterion-referenced" when it is scored according to a prespecified standard for determining "passing" achievement.

HOW WERE THE TESTS SELECTED FOR THE FIELD TEST?

Since decisions are typically based on applying a set of specifications uniformly to each alternative, the test selection process consisted of two types of activities. One involved simply identifying the alternatives, which, in the case of the field test meant obtaining copies of published criterion-referenced tests. The other activity dealt with applying a set of predetermined specifications to each test and then evaluating the results. Both types of activities are described in this section.

With respect to the first phase of the test selection process, 16 test publishing companies were identified by staff members in the Office of Research as possible sources of criterion-referenced tests in reading and mathematics. A letter requesting samples of the tests and related materials was sent to each company. A copy of this letter is presented in Appendix A.

Whereas 11 companies responded to the request, only four sent both the test materials and additional information that was solicited. The four companies that sent a complete set of materials were notified of the subsequent test review and selection procedures. The remaining seven companies were notified that their tests were not being considered for use in the field test. In summary, the tests available for the second phase of the test selection process were a result of the publishers' initial response to the letter of request.

The final selection of a test was accomplished by the Criterion-Referenced Test Selection Committee. Appointed by the State Superintendent, this committee consisted of 26 members, 13 of whom served on the Reading subcommittee and 13 of whom served on the Mathematics subcommittee. Both subcommittees were composed of members of the State Textbook Adoption Committee for the respective subject areas as well as parents, teachers, principals, superintendents and district directors of research. The test selection process began in November, 1977, and ended in January, 1978. The list of committee activities, which each member received at the first meeting, is presented in Appendix B.

As indicated on this list, the committee formally met three times. At the first meeting, the specifications for individually evaluating each test at each grade level were described. Since there were four sets of published tests and three grade levels to be tested, each subcommittee member evaluated a total of 12 tests. A copy of the procedures and forms used for both the reading and mathematics evaluations is presented in Appendix C. In general, the evaluation procedures involved: 1) examining each objective to determine whether it was a valid representation of the grade level curriculum in South Carolina; and 2) examining each item to determine whether it tested the essential subject content embodied in the objective in a manner that was suitable for South Carolina students. Specifically, the evaluation of the objectives was based on yes/no responses to the question: Is the objective a valid representation of the curriculum? The evaluation of the items was based on using a five-point rating scale to answer the following questions. 1) Does the item represent the subject content?; 2) How difficult is the item?; 3) Is the item free of cultural/environmental bias?. For the evaluation of each mathematics item, an additional question was asked: Would reading ability affect the item response?.

The results of the objective and item evaluations were compiled for the second committee meeting. At the second committee meeting these results were discussed by each respective subcommittee. Based upon the discussion, the Reading subcommittee elected to invite representatives from two of the publishing companies to their third meeting. This discussion reflected a consensus of opinion regarding the subcommittee members' evaluations. Namely, the objectives for the two tests were the most representative of the South Carolina reading curriculum at Grades 3, 6, and 8. The Mathematics subcommittee, on the other hand, did not arrive at a consensus. Therefore, the Mathematics subcommittee elected to invite vendors for each of the four reviewed tests to their third meeting.

At the third meeting the subcommittees were provided additional information about the tests under review. This information, in turn, was to be used in the final selection of a test. (A copy of the form each committee member used to rate the vendors' presentations is presented in Appendix D). Each vendor received a copy of the rating form and a list of topics to be addressed approximately 10 days prior to the third and final meeting of the committee.

In addition to receiving further information from representatives of the publishing companies, the subcommittees received information about the technical characteristics of the tests from members of the committee and from an adjunct committee. The five member, non-voting adjunct committee was selected to participate in the test selection process by the Director of the Office of Research at the State Department of Education because of their expertise in educational testing and measurement. The staff was composed of a USC professor and four State Department employees.

Thus, the subcommittees had at least four sources of information from which to select a test. These sources were: 1) results from the initial evaluations; 2) results from the subcommittees' analyses of the initial evaluations compiled after the second meeting; 3) results of the vendor presentation ratings; and 4) comparisons of the technical characteristics of the tests.

Following independent discussions of the information gathered throughout the selection process, both subcommittees decided the criterion-referenced test published by Science Research Associates (SRA) was the most appropriate for the field test. SRA subsequently agreed to participate.

In conclusion, the decision by each subcommittee to administer the SRA tests at Grades 3, 6, and 8 again reflected a consensus of opinion about the objectives for which the test items were constructed. That is, the objectives were considered to be the most representative of the curriculum in South Carolina at the grade levels designated. This decision should not be interpreted as indicating that the SRA tests were judged to have items and/or measurement properties with sound characteristics. While subcommittees had reservations about specific test items, the adjunct committee judged technical information which SRA provided to be inadequate. Nevertheless, the subcommittees decided the achievement data would be meaningful to the extent that it was derived from a test based on objectives which were representative of the curriculum. Thus, given representative objectives the subcommittees believed that reservations about specific SRA test items could be substantiated and that gaps in the technical information could be closed as a result of the field test. In addition, the subcommittees believed the field test would provide information about item characteristics which could be particularly useful since it would reflect a South Carolina sample, rather than a sample from another state. As a consequence, a primary purpose of the field test was to determine if these tests, which were believed to be representative of the South Carolina curriculum, were actually appropriate for South Carolina students.

At this point, the reader may find it interesting to note that no constraints were placed upon the subcommittees' decisions to select a test from one publishing company. Tests from different publishers could have been selected for different grade levels; and similarly, tests from different publishers could have been selected for each content area. Fortunately, from a logistical perspective, such diversity was not the case.

TO WHAT EXTENT WERE THE SELECTED TESTS APPROPRIATE?

Recalling from the "Introduction" of this report, a test was considered "appropriate" when both what content was tested and how that content was tested reflected the South Carolina curriculum and instruction. Actually determining test appropriateness, however, involves both logical and empirical evaluations. As a consequence, this section is divided into two parts. The first part describes the data from the logical evaluation of the tests; the second presents the empirical evidence regarding the appropriateness of the tests for South Carolina children in Grades 3, 6, and 8. In both parts, the data for each grade level are presented by test content.

Appropriateness Of The Tests: A Logical Evaluation

Logically evaluating a test may also be called determining the test's content validity. Since a test is only valid for the purpose of its user, content validity can be determined by answering the question: Is the content of the test representative of that content which is to be measured? In the case of the field test, "representative content" would reflect the curriculum and instruction for reading and mathematics at Grades 3, 6, and 8.

To determine the tests' content validity with respect to the curriculum, all county, area, and district superintendents in South Carolina were asked to judge each of the tests. The superintendents evaluated both the SRA Reading and Mathematics tests for each of the grade levels to be tested. Since there were two forms of the tests being used in the field test, the superintendents evaluated a total of 12 SRA tests: the SRA Mastery Mathematics Test, Form X and Form Y, and the SRA SOBAR Reading Test, Form L and Form M, for Grades 3, 6, and 8.

Similar to the procedure used by the Test Selection Committee, the superintendents' judgments of a test were first evaluations of each objective. These evaluations were made within the context of the following questions: Does the objective represent the curriculum?; (If so) Does it represent essential learning?; (Or) Does it represent desirable learning? To answer the last question, the superintendents received instructions to consider "desirable learning" as that which is "nice-to-know" but not essential for typical South Carolina students at that grade level.

Following an evaluation of a test's objectives, the superintendents evaluated the items SRA designed to test those objectives. There are three items on all SRA tests for each objective. Each item was evaluated in terms of two questions: Is the item appropriate for the objective? and, Is the item appropriate for typical South Carolina students at that grade level? A set of superintendent evaluation forms and instructions for using the forms may be found in Appendix E.

To determine the content validity of the tests with respect to the classroom instruction, the teachers of the students in the field test were asked to judge the reading and mathematics tests for their respective grade level. Each teacher evaluated a total of two tests, one reading and one mathematics. The form of the test the teacher evaluated was the same test form administered to the students in her class.

As with the superintendents' judgments, the test objectives were the first consideration of the teachers. Each objective was evaluated in terms of the following questions: Is the objective part of your instruction?; (If so) Do you teach the objective?; (Or) Do you review the objective?. To answer the last question, the teachers received instructions to consider "reviewing an objective" as using that objective to set the stage for teaching other objectives. For the item evaluations, both questions to which the teachers responded on an item-by-item basis were identical to those the superintendents addressed. A set of teacher evaluation forms and instructions for using the forms may be found in Appendix F.

The results of both the superintendent and teacher evaluations are presented in Tables 1-12 (pages 28-81). While the first six tables contain evaluations of the SRA reading tests,[1] the latter six contain the mathematics evaluations. Because both forms of a test were administered at each grade level, both forms were evaluated. Therefore, there are two tables per test per grade. The tables are arranged to present the percent of superintendent and teacher agreement for each objective and the corresponding test items.

The percent of agreement for the objectives is based on the number of "yes" responses to the first two questions on both the superintendent and teacher evaluation forms. (For the superintendents, these questions were: Does the objective represent the curriculum?; Is it essential? For the teachers, the questions were: Is the objective part of your instruction?;

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[1] On the Objectives Evaluation form for the third grade Reading test, the last two objectives were inadvertently omitted. Thus, while the superintendents and teachers evaluated 32 objectives, the students answered questions representing 34 objectives.

(Do you teach it?). The percent of agreement for the third question on the objectives evaluation forms (e.g. Is it desirable?; Do you review it?) is not included in Tables 1-12 because it can be easily computed by subtracting the percent of agreement found for Question 2 from 100%. The percentages calculated for Question 2 were based on the percentages obtained for Question 1. A "no" response to Question 1 required the evaluator to proceed to the next objective. As a consequence, the percentage of "yes" responses to Question 2 (Is the objective essential/taught?) reflects the percent of affirmative responses to Question 1 (Is the objective part of the curriculum/instruction?)

The percent of agreement for the items is also in terms of "yes" responses to both questions on the superintendent and teacher evaluation forms. (i.e., Is item appropriate for objective?; Is item appropriate for students?).

Thus, for each question from the evaluation forms, a percent of agreement was computed by dividing the number of "yes" responses by the total number of responses. The total number of responses for objective Question 2, however, is based on the number of "yes" responses for objective Question 1, rather than the total number of superintendent or teacher responses.

Since there are two forms for each test representing different test items and since both forms were designed to test the same objectives, the percentages of agreement are identical for the objectives presented in both tables for a particular grade level test. Differences between two tables for a grade level test are, therefore, only with respect to the item evaluations. Hence, a comparison of the two tables for a grade level test would indicate differences in judgments about the test form rather than the test objectives.

A total of 57 superintendents and 425 teachers evaluated the objectives and items for the SRA tests. Since all 57 superintendents did not evaluate each of the tests the number of superintendents who evaluated a particular test is noted on the last page of each table. Similarly, since the teachers only evaluated one form for each test, the number of teachers varies and is also noted on the last page of each table. With the exception of two schools, all of the classes to which the SRA tests were administered are represented in the content validation.

To judge whether the results of the superintendent and teacher evaluations indicate that each SRA test could be considered content valid for typical South Carolina students at the designated grade levels, two separate criteria were necessary. The first criterion was a basis for examining both the objective and item evaluations in terms of the respective group consensus. Since a simple majority is conventionally considered to be greater than 50%, questions for which 50% or less of the teachers and superintendents marked "no" were considered to indicate a lack of majority agreement. Such a lack of agreement was then interpreted, for the purposes of the field test, as indicating an objective and/or an item was not content valid.

Read Tables 1-12 Here, Pages 28-81

For the superintendent evaluations, an examination of the objectives using the majority or 50% criterion indicates that all of the objectives on each test were judged to be content valid. That is, more than 50% of superintendents thought the objectives were part of the curriculum in South Carolina for reading and mathematics at Grades 3, 6, and 8. Also, more than 50% thought the objectives represented "essential" student learning.

For the objectives portion of the teacher evaluations, the findings are similar to those for the superintendents' for each test administered in Grades 3 and 6. Responses to questions for three objectives on both the Grade 8 Reading and Mathematics tests, however, did not meet the 50% criterion. In other words, at least 51% of the teachers did not mark the objectives as being part of their classroom instruction. On the Grade 8 Reading test, these objectives are: ID10, Given a sentence with a metaphor, the learner will identify the metaphor; ID11, Given a sentence with personification, the learner will identify the meaning of the personification; and IF25, Given a sample graph, the learner will identify specific information. On the Grade 8 Mathematics test the objectives which do not appear to be content valid are: F22, Given a number greater than ten, the learner will identify the scientific notation for the number; SP12, Given an experiment consisting of tossing a coin or rolling a die, the learner will identify the probability of a specified event of the experiment; and G35, Given a picture of a right circular cylinder, right rectangular prism, or right triangular prism, and given the proper volume formula, the learner will identify the volume.

An examination of the item evaluations using the 50% criterion indicates that only with respect to Question 2 (i.e., Is the item appropriate for students?) was there a lack of agreement among both superintendents and teachers. On the superintendent evaluations, three items on Form X and two items on Form Y of the Grade 3 Mathematics tests were the sole instances for which more than 50% did not agree. On Form X, these items are: #'s 85, 107, 108. On Form Y, these items are: #'s 107, and 108.

Among the teachers, there were more items for which there was disagreement. On the reading evaluations, the items for which more than 50% of the teachers did not agree are found only on Form L the Grade 6 test and on both forms of the Grade 8 tests. On the Grade 6 Form L test, the item is #51. On the Grade 8, Form M test, the items are: #'s 13-15, 17, 19-21, 28, 30. On the Grade 8, Form L test, the items are: #'s 58, 91-93, and 97.

On the mathematics evaluations, the items which more than 50% of the teachers judged to be inappropriate for their students are on the Grade 3, Form X test: #'s 85, 99, 106-108; and on the grade 3, Form Y test, the items are: #'s 99, 102, 106-108. On the Grade 6, Form X test, the items are: #'s 73-75, 97-99, 100-102, 109, 110, 112-114; and on the Grade 6, Form Y test, the items are: #'s 99, 100-102, 109-114. On the Grade 8, Form X test, the items are: #'s 31-33, 46-48, 52-54, 67-69, 97-102, 106-108, 115-120; and on the Grade 8, Form Y test, the items are: #'s 52, 79-81, 100-102, 106-108, 112-120.

In summary, by using a 50% criterion for determining whether an objective or item could be judged as content valid for the purpose of the field test, there were three general patterns to the superintendent and teacher responses. One was that the superintendents disagreed on the appropriateness of fewer objectives and items than did the teachers. Another response pattern was that disagreements among both teachers and superintendents increased according to the grade level of the test. That is, there were more objectives and items at the 8th grade level for which there was disagreement than there were at the 6th, and so on. A third general response pattern was that the reading item evaluations contained greater teacher agreement than did the mathematics item evaluations.

For the most part, however, the SRA objectives were judged by superintendents to represent the curricula in reading and mathematics at Grades 3, 6, and 8. In addition, these objectives were generally considered to represent essential learning. With respect to the items on each of the SRA tests, the superintendents judged the items to be both appropriate for the objectives and appropriate for typical South Carolina students at the designated grade levels.

The teacher evaluations of the objective and items for the tests at the 3rd grade level seem, overall, to parallel those of the superintendents. At the 6th and 8th grade levels, though, there were particular objectives and items which a majority of the teachers judged as inappropriate for their students. In other words, there was specific test content that the teachers did not consider representative of their classroom instruction. Such a finding does not suggest that the entire test is inappropriate for assessing student achievement. Instead, this finding indicates that assessing student achievement with respect to those particular objectives and/or items simply may not be valid. An explicit determination, however, would have to be made by each individual classroom teacher. For the purpose of this study, however, a logical evaluation of the SRA tests indicate that the instruments were appropriate for the field test.

Appropriateness Of The Tests: An Empirical Evaluation

Empirically determining whether the SRA tests were appropriate for South Carolina students involved an examination of two measurement properties. One is called criterion validity, the other is called reliability.

By definition, criterion validity is based on comparing the test score of interest with the score from another variable or criterion which is considered to measure the characteristic under investigation. The higher the correlation between the test and its criterion, the better the validity.

In the case of the field test, the characteristic being studied is student achievement in reading and mathematics. Therefore, the criterion validity of an SRA test is based on the correlation between scores on the SRA test and scores on another test designed to measure student achievement in reading and mathematics. Another measure of student achievement can be obtained from the results of the 1977-78 Statewide Testing Program.

Therefore, since the statewide program administered the Comprehensive Tests of Basic Skills, Form S (CTBS/S) to students in Grades 3, 6, and 11, and the field test administered the SRA tests in Grades 3, 6, and 8, criterion validity could be calculated only for the SRA tests given in the two lower grades.

To estimate the criterion validity of the SRA tests for Grades 3 and 6, the SRA scores are correlated with those from CTBS/S. The SRA scores are based on the total number of objectives "mastered". The SRA mastery criterion is that all three items testing an objective are answered correctly. However, the SRA tests can also be considered in terms of the total number of items answered correctly. For the purpose of examining the criterion validity of the SRA tests, both types of scores were used. The CTBS/S scores, on the other hand, are based on scale scores. For each subtest and the total battery, a scale score is computed from the raw score distribution.

The CTBS/S subtests measuring student achievement of skills which are similar to those measured by the SRA tests were used in the correlations. For the SRA Reading test, the corresponding CTBS/S subtests of interest are Reading Total, which is a composite of the Reading Vocabulary and Reading Comprehension subtests, and Language Expression. For the SRA Mathematics test, the corresponding CTBS/S subtest of interest is Mathematics Total which is a composite of the Mathematics Computation, Mathematics Concepts, and Mathematics Application subtests. Scores from each form of an SRA test are correlated with scores from each CTBS/S subtest.[2] The correlations between the reading tests are presented in Table 13.

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[2] The CTBS/S subtests represent the Level 1 3rd grade test and the Level 2 6th grade test. Since only 5 students in the field test sample took the Level C third grade test and 27 students took the Level 1 6th grade test, these data were not included in the calculations of the correlations.

Table 13

Correlations Between Scores On SRA Tests
And CTBS/S Subtests For Grades 3 And 6

Grade Level	SRA Form	Basis For SRA r:	CTBS Reading Subtest		SRA Form	CTBS Math Subtest
			Total	Lang. Exp.		Total
3	L	Mastery	.84	.80	X	.78
		Items	.82	.78		.76
3	M	Mastery	.84	.80	Y	.77
		Items	.85	.81		.78
6	L	Mastery	.89	.86	X	.80
		Items	.90	.85		.77
6	M	Mastery	.88	.84	Y	.87
		Items	.88	.83		.86

With the exception of Language Expression, the scores on the CTBS/S Total subtests was used in the correlations to estimate the criterion validity of the SRA tests. The reason for using the Total subtest scores, rather than the individual subtest scores comprising the Total, was based on the comparisons between the items on the SRA and CTBS/S tests made by staff members on the Curriculum Development Section in the State Department of Education. These comparisons were based on the similarity of the intellectual skills tested by the items. For both the reading and mathematics comparisons, a maximum of six items were found to test comparable intellectual skills. As a consequence, while both the SRA and CTBS/S tests were considered to measure student achievement in reading and mathematics, the items on the two tests were considered to measure different skills associated with achievement in those content areas. Thus, the more global Total CTBS/S subtests scores were correlated with summated SRA scores in an attempt to use an appropriate statistic for estimating the criterion validity of the SRA tests.

These correlations indicate the criterion validity of the SRA Reading tests ranges from .80 to .90, and the criterion validity of the SRA Mathematics tests ranges from .76 to .87. Although the validity coefficient is a function of whether the SRA test is scored as the number of objectives mastered or the total number of items correct, the differences in these correlations are small. In general, the correlations are slightly higher for the SRA reading tests than for the mathematics tests. As a consequence, the reading tests can be considered to have greater criterion validity. Both SRA tests for each grade level, however, appear to have sufficiently high correlations with the CTBS/S subtests to be judged as having adequate criterion validity. A perfect correlation of 1.00 would yield the best criterion validity possible.

The second measurement property that was empirically examined to judge the appropriateness of the SRA tests was reliability. By definition, reliability refers to the dependability of a test to yield a consistent measure of the characteristic under investigation. The higher the reliability coefficient, the more dependable the test. However, a high reliability index is no guarantee of sound scientific results; it is simply a necessary condition for a test, not a sufficient one. That is, if a test were not content valid for the purposes of its user, test reliability would indeed be a moot point.

For the field test, two types of reliability were investigated: parallel forms and internal consistency. When two forms of a test are given, the parallel forms reliability indicates the extent to which both forms of a test measure comparable content. Internal consistency reliability, on the other hand, indicates the extent to which all of the items on one form of a test measure comparable skills.

To estimate parallel forms reliability, the shape of the distribution of the test scores was examined first. For all tests, the score distributions approximated the normal bell-shaped curve. Roughly two/thirds of the scores were within one standard deviation of the mean and the remaining scores were evenly distributed in the upper and lower regions. Therefore, subsequent tests for parallelism were based on the assumptions underlying a normal distribution.

T-test procedures were used to test for significant differences between the mean scores on the two forms of a grade level test. The scores were based on the total number of objectives mastered, for which the SRA criterion is that all three items testing an objective are answered correctly. The means, standard deviations and standard errors for each form of an SRA test are presented in Table 14.

Table 14

Means, Standard Deviations And Standard Errors for SRA Tests

Grade Level	Test/Form	Total No. Of Obj.	Mean	Standard Deviation	Standard Error
3	Reading L	34	14.5	9.1	0.25
	Reading M	34	13.4	8.5	0.24
6	Reading L	36	13.2	8.6	0.23
	Reading M	36	13.9	9.4	0.24
8	Reading L	35	13.1	8.4	0.23
	Reading M	35	13.6	8.6	0.23
3	Math X	35	14.2	8.3	0.24
	Math Y	35	15.9	8.2	0.24
6	Math X	40	11.0	7.8	0.21
	Math Y	40	12.4	8.3	0.22
8	Math X	40	11.8	8.4	0.20
	Math Y	40	11.8	8.3	0.21

Although the differences in mean scores for each SRA test, except the Grade 3 Mathematics test, represent an actual difference of approximately one objective, the statistical differences are all significant. Given that the number of students in the field test is quite large, this finding is to be expected. As a consequence, for the purpose of this study, these significant statistical differences are not considered to represent significant practical differences. The forms for each SRA test are, therefore, thought to test essentially the same content in a manner that is comparable.

To estimate the internal consistency type of reliability for each form of the SRA test, the KR_{20} formula was used. This formula is based on the proportion of students answering each item correctly and the standard deviation of the total scores. As a consequence, the higher the reliability coefficient, the better the items measure comparable skills. For example, consider a 20 item arithmetic test. Fifteen items test the skills involved in adding two-digit numbers with carrying, or regrouping. The remaining five items, on the other hand, test the skills associated with writing the words to represent two-digit numbers. Given that an internal consistency estimate of a test indicates the extent to which the items measure similar skills, one would expect that estimate to be higher for a test containing only the addition problems.

In Table 15, the KR_{20} reliability estimates are presented for each of the SRA tests.

Table 15

KR_{20} Reliability Estimates
for each SRA Test

	Grade Level		
Test/Form	3	6	8
Reading L	.964	.963	.960
Reading M	.961	.966	.963
Math X	.963	.947	.955
Math Y	.963	.953	.956

Based on these KR_{20} reliability estimates, each of the SRA tests seem to consist of items which measure comparable skills. Again, however, this finding is to be expected because the number of students in the field test is quite large and the tests contain a large number of items. Therefore, although the reliability estimates may be somewhat inflated, the KR_{20} coefficients seem sufficiently high to assert that the SRA tests are reliable.

In general, the SRA tests were judged to be appropriate criterion referenced measures of student achievement in reading and mathematics. This judgment was based on both logical and empirical evidence. Logically, all of the objectives, except three on both of the Grade 8 tests, were judged to be representative of the curriculum and instruction by 51% or more of the superintendents and teachers. Similarly, all of the items were considered appropriate measures of the objectives and most items were thought to be suitable for typical South Carolina students. Empirically, scores on the SRA tests were found to be sufficiently correlated with scores on the CTBS/S subtests to indicate that the criterion validity for the SRA tests was adequate. In addition, the forms for each grade level test were found to be comparable while the items on each form were found to be relatively consistent measures of student skills in reading and mathematics. Although the empirical analyses were generally considered to yield slightly inflated statistics, they were attributed to the size of the field test sample. The data, nevertheless, indicate the tests selected for the field test were appropriate for measuring student achievement of particular reading and mathematics skills.

WHAT WERE THE RESULTS OF THE FIELD TEST?

Prior to presenting the results of the field test, the sample and the sample selection procedures are described. Student achievement with respect to the objectives for each grade level test is then discussed.

Sample And Sample Selection

The results of the field test represent a sample of South Carolina students in Grades 3, 6, and 8. The total number of students in the field test was 8,887. There were 2,951 students in Grade 3; 3,050 students in Grade 6; and 2,886 students in Grade 8. These students were from 42 schools in 31 districts.

The sample was selected proportionally according to previous academic achievement. The basis for the proportional sample selection was the CTBS/S results from the 1976-77 Statewide Testing Program. The rationale for using these results was that achievement on the CTBS/S tests, which was the test used in the Statewide program, would most likely predict achievement on the SRA tests.

As a consequence, the distribution of scores on the CTBS/S test was examined first. Based on the national percentile norms, the State score distributions could be divided into four quarters. These quarters formed the basis for proportionally selecting the districts. That is, each district had a distribution of student achievement scores that would permit it to be placed in one of the four quarters of the State distribution. Similarly, for each school within a district, there was a distribution of student achievement scores that would permit it to be placed in one of the four quarters of the district distribution. As a consequence, the sample was done in two stages. First, the districts were randomly selected from each quarter of the state distribution. Then the schools were randomly selected from each quarter of the district distribution. Thus, the field test sample was designed to proportionally represent the previous achievement of students in South Carolina at both the district and the school level.

This procedure for selecting the sample was applied in a strict manner for the Grade 3 sample. For the Grade 6 sample, however, the procedure was used only after the schools had been selected for the 3rd grade sample. Of the schools in the Grade 3 sample which had both 3rd and 6th grade classes, schools were assigned to the Grade 6 sample. Similarly, for the Grade 8 sample, schools which had been selected for the Grade 6 sample that also contained Grade 8 classes were first assigned to the eighth grade sample. Since there were no 8th grade data from the 1976-77 Statewide Testing Program to use as basis for proportionally selecting both districts and schools within districts, schools with Grade 8 classes were selected from the districts previously chosen for the Grade 3 and 6 samples. In addition, one school was randomly selected for the Grade 8 sample because the school had the number of 8th grade students estimated to be required for an adequate sample size.

All classes in a school were administered one form of the appropriate grade level test. The form of the SRA test administered in a school was, for the most part, assigned randomly. However, in order for the number of students taking each form of a grade level test to be approximately the same, a particular test form was assigned deliberately where necessary.

The size of the samples reported for each respective grade level does not include one school whose results were lost in the mail. Also, the samples do not represent those classes at the 3rd and 6th grade levels which were eliminated from the data analyses because of incorrect coding procedures. The data were analyzed only for those cases where the data were complete and the tests were scored accurately.

Findings

The data previously presented in Table 14 show that the average number of "mastered" objectives ranges from a high of 15.9 on the 3rd grade Form Y Mathematics test to a low of 11.0 on the 6th grade Form X Mathematics test. According to SRA, an objective is "mastered" when all three items testing that objective are answered correctly. However, given the previously mentioned findings from the content validation, such a uniform criterion for mastery may not be meaningful for South Carolina students.

Recalling from the logical evaluation section of this report, the content validation was based on superintendent and teacher judgments about the objectives and items on the SRA tests. In particular, there were items which at least 50% of the superintendents and teachers judged to be inappropriate for typical South Carolina students. As a consequence, student achievement on these items could be predicted to be lower than for items judged appropriate. Considering, then, these inappropriate items test particular objectives for which the SRA mastery criterion is that all three items are answered correctly, student achievement with respect to those objectives may be an erroneous indication of student skill. That is, students may be scored as not mastering an objective because an item was inappropriate, rather than a skill was inadequate. Thus, perhaps there are objectives for which there is a more accurate criterion for mastery.

Theoretically, the proposition is that a variable mastery criterion may be more appropriate for measuring the achievement of South Carolina students than a mastery criterion which is unformly applied to all objectives. The purpose of stating this proposition is not to actually establish a variable mastery criterion for the SRA tests. Rather, the purpose is to underline that inaccurate information about student achievement can be a result of not examining the apparent appropriateness of the items for the students being tested.

In order to examine "apparent" item appropriateness, the judgments of the superintendents and teachers about each item are supplemented with evidence of the items' difficulty for South Carolina students. The difficulty of an item is based on computing the proportion of students who answered the item correctly. Consequently, the higher the difficulty index, the easier the item.

By comparing an item difficulty with the item judgments made by the superintendents and teachers for each of the three items testing an objective, the apparent appropriateness of the items testing an objective can be evaluated. For the purpose of this study, evidence that an item is an inappropriate measure of achievement for an objective is based, in part, on a difficulty index of .50 or smaller. That is, at least 50% of the students answered the item incorrectly. Another piece of evidence about an item is derived from the superintendent and teacher judgments. Together, when the judgments of an item's inappropriateness from at least 50% of the superintendents and teachers corresponds with an item's difficulty of .50 or smaller, the item can be considered as an inappropriate test of the objective.

The proportion of students who answered each item on an SRA test correctly is presented in Tables 16-21 (Pages 82-99). The items are listed for each test form according to the objectives the items were designed to test. An asterisk in the item difficulty column indicates that the item difficulty is .50 or below and that at least 50% of the superintendents and teachers judged the item to be inappropriate for South Carolina students at the grade level designated.

Read Tables 16-21 Here, Page 82-99

In general, the data indicate that there are some objectives for which the item difficulty levels are quite varied. In such cases, the items with a low index of difficulty may be testing a more complex level of the objective than the items with a higher index. Or, on the other hand, perhaps the more "difficult" items simply did not receive as much instructional emphasis as the "easier" ones.

In particular, the data in Table 16 show that there are no forms with asterisks on the Grade 3 reading tests. Although there are item difficulties of .50 or smaller, there were no superintendent or teacher judgments of item inappropriateness for which at least 51% agreed. Also, based on the data in Table 17, there are no items asterisked on the Grade 6 test. While item #51 on the Form L test was the single item judged inappropriate, 79% of the students answered it correctly. On Form L of the Grade 8 Reading test (Table 18), item #93 was the only one found to be inappropriate using both sources of evidence simultaneously. On Form M of the Grade 8 Reading test, however, nine items were found to be inappropriate measures of student achievement.

For the Grade 3 Mathematics tests (Table 19) three items on Form X and four items on Form Y are starred. On the Grade 6 Mathematics tests (Table 20), the two sources of evidence for item inappropriateness show 11 and 10 items for Forms X and Y, respectively. On the Grade 8, Form X Mathematics test (Table 21), the largest number of inappropriate items was found. Whereas 22 items are designated for Form X, 13 are shown for Form Y.

In general, the mathematics tests appear to have more inappropriate items than the reading tests. For both tests, however, item difficulties should provide more information about the nature of student achievement with respect to each objective. For objectives containing inappropriate items, the SRA criterion for mastery does not appear to be particularly useful. Overall, however, an assessment of student achievement in terms of each objective can be made by examining the percent of students in each of four possible achievement categories. Where the first category represents the percent of students who correctly answered all three items (3/3) testing an objective, the second is based on the percent of students who answered two of the three (2/3) items correctly. The third category is based on the percent of students who answered only one item (1/3) correctly, and the fourth category represents the percent of students who missed all of the items (0/3) testing an objective. The percent of students in each of these achievement categories is presented for each test form in Tables 22-33.

In general, these tables can be used to indicate the objectives for which general student achievement is high or low. For example, if 50% or more of the students were in the 3/3 category for a particular objective, at least half of the students "mastered" the skills associated with that objective. Hence, general student achievement can be considered "high" for that objective.

Nevertheless, since the item difficulties and/or the superintendent and teacher judgments suggested that some items were inappropriate for South Carolina students, a broader and perhaps more accurate assessment of student achievement would incorporate both the 3/3 and 2/3 achievement categories (i.e., "mastery" and "near mastery" criterions). Therefore, using a minimum of two items answered correctly, global strengths and weaknesses in student achievement can also be considered in terms of a conventional majority.

Where fewer than 50% of the students correctly answered at least two of the three items testing an objective, that objective may indicate both content and skills in which students generally need further instruction. That is, a majority of the students either demonstrated or failed to demonstrate the skills associated with an objective.

As a summary of student achievement, the general topics for which a majority of the students did not correctly answer at least two of the three items testing an objective are listed by grade level and test form. On the Grade 3 Reading test, Form M, there were three major areas of weakness in student achievement: identifying particular initial consonant and vowel combination sounds; forming plural nouns; and, identifying the main idea and cause-effect relationships from a reading selection. No such major areas were found on the Grade 3 Reading test for Form L. On the Grade 6 Reading test, Form L, the topics for which at least 50% of the students did not answer at least two items correctly were: identifying inflected verb forms and subject-verb agreement; identifying the meaning of a word given in context; summarizing or paraphrasing a reading selection; identifying references for a topic on a table of contents page; and identifying information from a library card catalog. On Form M, only the last topic showed weaknesses in student achievement similar to those on Form L. In addition, on the Form M test a majority of the students performed poorly on the identification of synonyms. On the Grade 8, Form L, Reading test a majority of the students missed at least two items testing objectives which dealt with the following topics: identifying antonyms and synonyms and answering statements about a natural science reading selection. On Form M of the Grade 8 Reading test, as on Form L, a majority of the students achieved poorly on the objectives involving the identification of antonyms and synonyms. In addition, a majority missed at least two items for each of five objectives which required identifying the purpose of a reading selection, distinguishing fact from opinion, identifying parts of an outline, and identifying sources of information on a specific topic.

For the Grade 3 Mathematics test, Form X, there were eight objectives for which a majority of the students missed at least two items per objective. These objectives dealt with the following topics: subtraction and multiplication of two-digit numbers with regrouping; identifying the subtraction and multiplication problem using a number line; identifying the addition or subtraction sentence in a one-step word problem; finding the area of a rectangle or triangle on a grid by counting squares; and identifying the time shown on a clock, where time is expressed using colons, e.g. 3:15. On Form Y of the Grade 3 Mathematics test, there was one topic in addition to those for Form X which a majority of the students missed at least two items for the objective: namely, distinguishing between odd and even numbers. For the Grade 6 Mathematics test, the topics representing those objectives which indicated poor achievement for a majority of the students are essentially the same on both forms. These topics involved approximating a four-digit number; identifying the square of a one-digit number; identifying greatest common factors and fractional equivalents; adding and subtracting fractions and mixed numbers; multiplying decimals; solving word problems using multiplication or division; identifying types of angles, finding the area of a rectangle; determining the degree measure of an angle; and converting various measures. For both forms of the Grade 8 Mathematics test, a majority of the students missed at least two items on a majority of the objectives. The topics of the objectives for which a majority of the students correctly answered at least two items involved: adding, subtracting, multiplying and dividing whole numbers, fractions, and decimals; identifying congruent figures; and solving word problems using integers. The particular objectives for each test which correspond to the general areas of weakness in student achievement are designated in Tables 22-33 by an asterisk (pages 100-123).

In conclusion, student achievement in Grade 3 was higher than in Grade 6, which, in turn, was higher than in Grade 8 on both SRA tests. In some cases, student achievement was slightly higher within a grade level for a particular form of a test. Student achievement across the three grade levels, however, does not seem to be consistently higher for a single test form.

IN WHAT WAYS COULD THE FIELD TESTING FINDINGS BE USED?

Typically, findings are used in accordance with the purpose for which the data were gathered. In general, achievement data are gathered to identify the extent to which individual students or groups of students achieved the learning that was intended by the instruction. This information can then be used at the classroom level to make decisions about student learning in terms of future instructional needs. Such decisions, in turn, can be used at the administrative level to make decisions about maintaining or revising existing instructional programs. Only, however, to the extent that the measures used to assess student achievement are appropriate, can the data be of such use.

The purpose of this validation study was to examine the appropriateness of a criterion-referenced test for assessing student achievement in reading and mathematics at Grades 3, 6, and 8. While evidence of test appropriateness was presented in the previous sections of this report, the potential use of this evidence is described here.

Since the logical evaluation provided a framework for considering the other findings, the focus on this discussion is on those evaluations. In particular, there were some rather large discrepancies between the judgments of the superintendents and teachers regarding the objectives of an SRA test. More specifically, the discrepancies involved whether an objective was considered an essential part of the curriculum and whether it was taught as part of the classroom instruction at the grade levels designated. Such discrepancies seem to indicate a lack of consistency between the instructional plans developed at the administrative level and those developed for the classroom.

Graphs which illustrate the extent of the discrepancies between superintendent and teacher judgments are presented for each grade level and test on pages 125-127. The graphs are based on the percent of affirmative responses to Question 2 of the objective portion of the content evaluation. For the superintendents, the question was "Is the objective essential?"; for the teachers, the question was "Do you teach the objective?".

Read Graphs Here, Pages 125-127

In addition to illustrating the extent of the agreement between the "essential" and "taught" aspects of each objective, the graphs depict those content areas where there is possibly a real difference between curriculum development and instructional practice. Identification of such differences seem critical if an assessment of student achievement is to represent more than the intended learning within a single classroom. In order to assess intended student achievement on a school, district or statewide basis, what is designed to be taught should correspond with what is actually taught. As a consequence, both administrators and teachers can use the results of the content evaluations to compare objectives with the field test assessments of curriculum and instruction.

Evaluations of the items for each SRA test can be used in a similar manner. Recalling that a majority of both the superintendents and teachers considered all items to be an appropriate test of the objectives, the major differences were in terms of an item's appropriateness for typical South Carolina students.

To assist with local comparisons to the field test data, a list of the objectives and items for which there was a large discrepancy between the superintendent and teacher evaluations is presented for each SRA test in Table 34. For the purpose of compiling this list, a "large discrepancy" was defined as a difference of at least 15 pecentage points between the evaluation of the superintendents and teachers.

Read Table 34 Here, Page 124

For the classes that participated in this study, the content evaluations can be used in conjunction with the item difficulties to interpret student achievement. Where an objective was not taught, student achievement is not relevant. Where the objective was considered as part of the instruction but the items were deemed inappropriate, the question to be resolved is one of instructional design. Namely, are the content and intellectual skills for an objective consistent with both the teaching and testing of that objective? In other words, is the student tested on the content of the instruction?

Since there were a rather large number of items judged to be inappropriate for typical South Carolina students and since the item difficulties indicate a substantial number of "difficult" items, there is another question to be resolved. Considering that a majority of the teachers claimed to teach most of the objectives, are the items on the test too "difficult" or is the classroom instruction too "easy"?

In conclusion, for the classes which participated in the study, the findings should provide an identification of student strengths and weakness with respect to particular objectives and items. For the schools that participated, the findings can be used as a basis for comparing the objectives of their instructional programs with those of the other schools in the study. In addition, within each school, the results from both the content evaluations and student achievement should provide information which can be used in making decisions about maintaining and/or revising instructional programs. For the schools that were not part of the study, a comparison can be made between the SRA objectives and the local objectives for reading and mathematics. For district administrators, the findings can serve as a harbinger of communication between curriculum planners and instructional implementers.

TABLE 1

PERCENT OF AGREEMENT AMONG SUPERINTENDENTS AND TEACHERS FOR SELECTED QUESTIONS FROM THE CONTENT VALIDATION OF THE SRA TEST FOR GRADE 3, READING, FORM L

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
IB2 Orally given a word that begins with the sound k or s, the learner will identify a word that has the same initial hard or soft consonant sound represented by the letter c.	98.4	94.9	93.1	88.3	1	100.0	92.2	98.1	78.0
					2	100.0	92.2	100.0	78.0
					3	98.2	92.2	96.2	78.0
IB3 Orally given a word that begins with the sound g or j, the learner will identify a word that has the same initial hard or soft consonant sound represented by the letter g.	98.4	91.5	93.1	88.7	4	96.4	90.2	90.6	74.0
					5	100.0	96.1	92.5	82.0
					6	100.0	98.0	96.2	84.0
IB11 Orally given a word that begins with the sound sh or th or f, the learner will identify a word that has the same initial consonant combination sound represented by the letters sh, th, or ph.	98.4	91.5	91.5	79.4	7	100.0	98.0	96.2	84.0
					8	92.7	88.2	88.7	68.0
					9	98.2	96.1	90.6	82.0
IB12 Orally given a word that begins with the sound hw or th or ch, the learner will identify a word that has the same initial consonant combination sound represented by the letters wh, th, or ch.	96.7	92.2	93.1	81.7	10	98.2	98.0	96.2	84.0
					11	96.4	92.3	92.5	74.0
					12	100.0	98.0	100.0	82.0
IB16 Orally given a word that ends with the sound sh or ch or th, the learner will identify a word that has the same final consonant combination sound represented by the letters sh, ch, or th.	96.7	94.7	93.1	85.0	13	100.0	98.0	98.1	80.0
					14	100.0	98.0	100.0	80.0
					15	100.0	98.0	100.0	81.6
IB17 Orally given a word that ends with the sound f, or g or k, the learner will identify a word that has the same final consonant combination sound represented by the letters gh, ng, or ck.	95.1	92.3	87.9	92.2	16	98.2	98.0	90.6	81.6
					17	98.2	98.0	96.2	81.6
					18	100.0	96.1	100.0	80.0
IB20 Orally given a word that has the short vowel sound a or e or o, the learner will identify a word that has the same short vowel sound.	98.4	94.9	93.1	84.2	19	98.2	98.0	94.3	85.7
					20	100.0	98.0	96.2	83.7
					21	100.0	92.2	94.3	75.5
IB21 Orally given a word that has the short vowel sound e or i or u, the learner will identify a word that has the same short vowel sound.	98.4	94.8	93.1	83.6	22	96.4	98.0	90.6	83.7
					23	92.7	96.1	88.7	80.0
					24	96.4	88.2	90.6	77.6

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
IB22 Orally given a word that has the long vowel sound a or o or i, the learner will identify a word that has the same long vowel sound.	98.3	95.7	93.1	85.0	25	100.0	98.0	96.2	79.2
					26	96.4	98.0	90.6	81.6
					27	100.0	98.0	96.2	81.6
IB23 Orally given a word that has the long vowel sound e or i or u, the learner will identify a word that has the same long vowel sound.	98.4	95.7	93.1	85.3	28	96.4	92.2	84.9	69.4
					29	98.2	98.0	94.3	80.0
					30	98.2	98.0	94.3	81.6
IB25 Orally given a word that has the vowel sound a or e or u the learner will identify a word that has the same vowel sound represented by the letters ay, ee, or oo.	100.0	94.8	89.7	95.4	31	100.0	98.0	94.3	81.6
					32	98.2	94.1	92.5	77.6
					33	92.7	98.0	88.7	81.6
IB26 Orally given a word that has the vowel sound o, or a, or i, the learner will identify a word that has the same vowel sound represented by the letters oa, ai, or ie.	98.4	94.9	89.7	95.2	34	98.2	98.0	92.5	81.6
					35	98.2	98.0	94.3	77.6
					36	100.0	98.0	94.3	83.7
IB27 Orally given a word that has the vowel sound e, or u, or o, the learner will identify a word that has the same vowel sound represented by the letters ea, oo, or ow.	100.0	94.0	89.7	95.4	37	98.2	90.2	92.5	73.5
					38	100.0	98.0	92.5	80.0
					39	98.2	98.0	92.5	81.6
IB30 Orally given a word that has the vowel sound oi, or au, the learner will identify a word that has the same vowel sound represented by the letters oi or ow.	100.0	91.4	87.7	96.7	40	98.2	96.1	92.5	78.0
					41	100.0	98.0	94.3	80.0
					42	92.7	96.1	84.9	78.0
IB31 Orally given a word that has the vowel sound oi or au, the learner will identify a word that has the same vowel sound represented by the letters oy or ou.	100.0	91.4	86.0	96.7	43	96.4	96.0	92.5	75.0
					44	100.0	96.1	94.3	80.0
					45	96.4	90.2	84.9	71.4
IB32 Orally given a word that has an r-controlled vowel (ar or or or er), the learner will identify a word that has the same r-controlled vowel sound.	96.7	91.3	89.3	92.5	46	96.4	98.0	94.3	80.0
					47	94.4	96.1	86.5	77.6
					48	92.7	96.1	88.7	77.6
IE1 Orally given a story, the learner will identify an illustration of the main idea in the story.	95.1	100.0	95.0	92.1	49	94.6	92.0	94.3	75.0
					50	94.6	96.0	94.3	79.2
					51	96.4	98.0	98.1	78.7
IE4 Orally given a story, the learner will identify an illustration [illegible] a conclusion based on the material in the story.	95.0	84.4	96.6	89.7	52	94.6	92.0	92.5	62.5
					53	96.4	86.0	94.3	61.7
					54	94.4	90.0	92.5	62.5

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
IC37 Orally given a two-, three-, or four-syllable word, the learner will identify the number of syllables it contains.	98.4	93.0	89.7	95.1	55	100.0	100.0	98.2	83.3
					56	100.0	100.0	98.2	85.4
					57	100.0	100.0	98.2	85.1
IC3 Given a sentence with a compound word omitted, the learner will identify the compound word to correctly complete the sentence.	98.4	92.2	94.9	88.9	58	96.5	92.0	80.0	62.5
					59	90.3	94.0	89.1	72.9
					60	100.0	94.0	92.7	74.5
IC16 Given the singular form of a noun that forms its plural by the addition of ies or ves, the learner will identify the plural form.	95.1	81.9	95.0	97.6	61	96.5	95.8	89.1	76.1
					62	96.4	95.9	85.2	66.7
					63	96.4	95.9	88.9	75.0
IC18 Given a noun that forms the plural in an irregular manner, the learner will identify the singular or plural noun.	95.1	83.6	93.3	95.8	64	96.4	98.0	88.9	75.5
					65	96.4	98.0	90.7	75.5
					66	96.4	98.0	85.2	73.5
ID1 Given a word, the learner will identify its synonym.	98.4	93.1	95.0	98.8	67	98.2	98.0	94.4	77.6
					68	98.2	98.0	94.4	80.0
					69	98.2	96.0	94.4	73.5
ID2 Given a word, the learner will identify its antonym.	98.4	94.8	95.0	100.0	70	100.0	98.0	96.3	81.6
					71	100.0	98.0	94.6	80.0
					72	100.0	98.0	96.3	81.6
ID4 Given a homonym, the learner will identify the word that has the same pronunciation.	96.7	94.8	93.3	100.0	73	98.2	98.0	94.4	85.7
					74	100.0	98.0	94.4	85.7
					75	100.0	98.0	96.3	85.7
ID7 Given an unfamiliar word in context, the learner will identify the meaning of the word.	98.4	90.4	96.7	92.7	76	94.6	88.0	74.6	66.0
					77	91.1	88.0	69.1	60.0
					78	96.4	92.0	86.8	72.3
ID8 Given a sentence with a word omitted, the learner will use context clues to identify a word to correctly complete the sentence.	100.0	94.8	96.6	93.8	79	100.0	98.0	96.3	80.0
					80	96.4	95.9	90.7	77.1
					81	100.0	98.0	96.4	79.2
IF1 Given a set of words, the learner will identify by second letter the word that comes first in alphabetical order.	100.0	94.0	94.8	96.3	82	100.0	98.0	100.0	83.3
					83	98.2	98.0	98.2	81.3
					84	100.0	98.0	100.0	83.3

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
IE13 Given a reading selection, the learner will identify a conclusion based on the material in the selection.	95.1	91.3	98.3	97.4	85	98.2	95.8	94.4	67.4
					95	96.4	97.9	94.4	71.4
					99	96.4	97.9	92.6	73.5
IE10 Given a reading selection, the learner will identify the sequence of the main events.	100.0	95.7	98.3	96.1	86	96.4	97.9	92.6	73.5
					87	98.2	97.9	94.4	65.3
					88	96.4	97.8	85.2	68.1
IE15 Given a reading selection, the learner will identify a cause-and-effect relationship.	96.7	89.4	98.3	95.3	89	90.9	97.8	88.9	67.4
					97	92.7	97.8	92.6	67.4
					102	100.0	97.8	92.6	70.2
IE8 Given a reading selection, the learner will identify an appropriate title.	96.7	94.7	94.9	95.1	90	96.4	97.8	94.4	65.2
					93	98.2	88.9	94.4	55.3
					98	94.6	93.3	94.4	54.4
IE9 Given a reading selection, the learner will identify a detail from the material in the selection.					91	96.4	91.3	90.7	53.2
					94	98.2	97.8	94.4	66.0
					100	98.2	91.3	92.6	53.2
IE14 Given a reading selection, the learner will identify the emotions of characters.					92	96.4	97.8	96.3	64.4
					96	94.6	97.8	94.4	63.3
					101	98.2	97.7	94.4	61.4

NOTE: S=Superintendents; T=Teachers
Objective Question One for Superintendents: Does the objective represent the curriculum?
Objective Question One for Teachers: Does the objective represent your instruction?
Objective Question Two for Superintendents: Do you think it is essential?
Objective Question Two for Teachers: Do you teach the objective?
Item Question One for Superintendents and Teachers: Is the item appropriate for the objective?
Item Question Two for Superintendents and Teachers: Is the item appropriate for students?

The percent of superintendent agreement is based on a sample size of 57 (for both objective and item evaluations).
The percent of teacher agreement is based on a sample size of 50 (item evaluation) and 113 (objective evaluation).

TABLE 2

PERCENT OF AGREEMENT AMONG SUPERINTENDENTS AND TEACHERS FOR SELECTED QUESTIONS FROM THE CONTENT VALIDATION OF THE SRA TEST FOR GRADE 3, READING, FORM M

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
IB2 Orally given a word that begins with the sound k or s, the learner will identify a word that has the same initial hard or soft consonant sound represented by the letter c.	98.4	94.9	93.1	88.3	1	100.0	100.0	100.0	82.0
					2	100.0	100.0	100.0	81.7
					3	100.0	95.2	97.8	71.7
IB3 Orally given a word that begins with the sound g or j, the learner will identify a word that has the same initial hard or soft consonant sound represented by the letter g.	98.4	91.5	93.1	88.7	4	100.0	95.2	89.1	66.7
					5	98.0	95.2	87.0	61.7
					6	98.0	95.2	93.5	70.5
IB11 Orally given a word that begins with the sound sh or th or f, the learner will identify a word that has the same initial consonant combination sound represented by the letters sh, th, or ph.	98.4	91.5	91.5	79.4	7	100.0	100.0	95.7	91.8
					8	98.0	95.2	93.5	77.1
					9	100.0	100.0	100.0	93.6
IB12 Orally given a word that begins with the sound hw or th or ch, the learner will identify a word that has the same initial consonant combination sound represented by the letters wh, th, or ch.	96.7	92.2	93.1	81.7	10	98.0	98.4	97.8	96.8
					11	98.0	95.2	93.5	83.9
					12	100.0	100.0	100.0	96.8
IB16 Orally given a word that ends with the sound sh or ch or th, the learner will identify a word that has the same final consonant combination sound represented by the letters sh, ch, or th.	96.7	94.7	93.1	85.0	13	98.0	100.0	97.8	93.6
					14	100.0	100.0	100.0	93.6
					15	98.0	100.0	97.8	93.6
IB17 Orally given a word that ends with the sound f, or g or k, the learner will identify a word that has the same final consonant combination sound represented by the letters gh, ng, or ck.	95.1	92.3	87.9	92.2	16	100.0	100.0	95.7	91.9
					17	95.9	100.0	91.3	91.9
					18	100.0	100.0	97.8	93.6
IB20 Orally given a word that has the short vowel sound a or e or o, the learner will identify a word that has the same short vowel sound.	98.4	94.9	93.1	84.2	19	98.0	100.0	93.6	96.8
					20	100.0	98.4	97.9	98.4
					21	100.0	100.0	95.7	98.4
IB21 Orally given a word that has the short vowel sound e or i or u, the learner will identify a word that has the same short vowel sound.	98.4	94.8	93.1	83.6	22	100.0	100.0	93.6	98.4
					23	95.9	96.8	91.5	90.3
					24	100.0	100.0	98.0	96.8

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
IB22 Orally given a word that has the long vowel sound a or o or i, the learner will identify a word that has the same long vowel sound.	98.3	95.7	93.1	85.0	25	98.0	100.0	91.5	96.7
					26	95.9	100.0	91.5	96.7
					27	100.0	100.0	93.6	98.4
IB23 Orally given a word that has the long vowel sound e or i or u, the learner will identify a word that has the same long vowel sound.	98.4	95.7	93.1	85.3	28	98.0	100.0	91.5	91.8
					29	98.0	95.2	95.7	91.8
					30	98.0	100.0	93.6	96.7
IB25 Orally given a word that has the vowel sound a or e or u the learner will identify a word that has the same vowel sound represented by the letters ay, ee, or oo.	100.0	94.8	89.7	95.4	31	100.0	100.0	95.7	96.7
					32	100.0	96.8	97.9	95.1
					33	89.8	88.9	85.1	78.7
IB26 Orally given a word that has the vowel sound o, or a, or i, the learner will identify a word that has the same vowel sound represented by the letters oa, ai, or ie.	98.4	94.9	89.7	95.2	34	98.0	100.0	89.4	93.4
					35	98.0	100.0	91.5	93.4
					36	100.0	98.4	95.7	93.4
IB27 Orally given a word that has the vowel sound e, or u, or o, the learner will identify a word that has the same vowel sound represented by the letters ea, oo, or ow.	100.0	94.0	89.7	95.4	37	95.9	98.4	95.7	90.2
					38	98.0	98.4	93.6	82.0
					39	95.9	98.4	87.2	78.7
IB30 Orally given a word that has the vowel sound oi, or au, the learner will identify a word that has the same vowel sound represented by the letters oi or ow.	100.0	91.4	87.7	96.7	40	93.9	91.9	85.1	78.3
					41	98.0	98.4	93.6	90.0
					42	98.0	93.7	95.7	86.9
IB31 Orally given a word that has the vowel sound oi or au, the learner will identify a word that has the same vowel sound represented by the letters oy or ou.	100.0	91.4	86.0	96.7	43	95.9	100.0	91.5	95.0
					44	100.0	100.0	95.7	95.1
					45	100.0	100.0	97.9	93.3
IB32 Orally given a word that has an r-controlled vowel (ar or or or er), the learner will identify a word that has the same r-controlled vowel sound.	96.7	91.3	89.3	92.5	46	100.0	98.4	97.9	96.6
					47	95.9	96.8	89.4	90.0
					48	95.9	96.8	93.6	90.0
IE1 Orally given a story, the learner will identify an illustration of the main idea in the story.	95.1	100.0	95.0	92.1	49	93.9	90.2	93.8	72.9
					50	98.0	100.0	95.8	90.0
					51	98.0	100.0	97.9	91.7
IE4 Orally given a story, the learner will identify an illustration of a conclusion based on the material in the story.	95.0	84.4	96.6	89.7	52	95.9	82.3	95.8	68.3
					53	100.0	100.0	100.0	93.2
					54	100.0	100.0	100.0	93.4

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
IC37 Orally given a two-, three-, or four-syllable word, the learner will identify the number of syllables it contains.	98.4	93.0	89.7	95.1	55	100.0	100.0	97.9	98.4
					56	97.9	100.0	95.8	98.4
					57	100.0	100.0	95.8	98.4
IC3 Given a sentence with a compound word omitted, the learner will identify the compound word to correctly complete the sentence.	98.4	92.2	94.9	88.9	58	100.0	100.0	93.6	98.3
					59	100.0	100.0	93.6	98.3
					60	100.0	98.3	95.7	91.4
IC16 Given the singular form of a noun that forms its plural by the addition of ies or ves, the learner will identify the plural form.	95.1	81.9	95.0	97.6	61	100.0	98.4	91.3	80.0
					62	97.9	93.4	83.0	66.7
					63	100.0	100.0	91.3	76.3
IC18 Given a noun that forms the plural in an irregular manner, the learner will identify the singular or plural noun.	95.1	83.6	93.3	95.8	64	100.0	98.4	84.8	80.0
					65	100.0	100.0	93.5	88.1
					66	100.0	100.0	89.4	86.7
ID1 Given a word, the learner will identify its synonym.	98.4	93.1	95.0	98.8	67	100.0	100.0	95.7	90.0
					68	91.7	93.3	78.7	61.7
					69	97.9	100.0	82.6	78.3
ID2 Given a word, the learner will identify its antonym.	98.4	94.8	95.0	100.0	70	100.0	100.0	95.7	96.7
					71	100.0	95.0	93.5	78.3
					72	100.0	100.0	95.7	96.7
ID4 Given a homonym, the learner will identify the word that has the same pronunciation.	96.7	94.8	93.3	100.0	73	100.0	100.0	95.7	98.3
					74	97.9	100.0	93.5	96.7
					75	100.0	100.0	95.7	98.3
ID7 Given an unfamiliar word in context, the learner will identify the meaning of the word.	98.4	90.4	96.7	92.7	76	95.8	86.9	78.3	60.0
					77	95.8	91.8	78.7	60.0
					78	95.8	98.4	84.8	61.7
ID8 Given a sentence with a word omitted, the learner will use context clues to identify a word to correctly complete the sentence.	100.0	94.8	96.6	93.8	79	100.0	100.0	97.8	96.7
					80	95.8	90.0	87.0	81.0
					81	97.9	98.4	91.3	95.0
IF1 Given a set of words, the learner will identify by second letter the word that comes first in alphabetical order.	100.0	94.0	94.8	96.3	82	100.0	100.0	95.7	100.0
					83	100.0	100.0	95.7	100.0
					84	100.0	100.0	95.7	100.0

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
IE13 Given a reading selection, the learner will identify a conclusion based on the material in the selection.	95.1	91.3	98.3	97.4	85	100.0	98.3	95.7	77.2
					86	100.0	98.3	95.7	75.9
					87	100.0	98.3	95.7	72.4
IE10 Given a reading selection, the learner will identify the sequence of the main events.	100.0	95.7	98.3	96.1	91	100.0	94.9	91.3	62.1
					94	97.9	96.4	91.1	87.0
					97	100.0	96.6	93.5	66.7
IE15 Given a reading selection, the learner will identify a cause-and-effect relationship.	96.7	89.4	98.3	95.3	90	100.0	94.8	89.1	68.4
					96	97.9	100.0	93.5	81.5
					100	95.7	100.0	91.3	81.1
IE8 Given a reading selection, the learner will identify an appropriate title.	96.7	94.7	94.9	95.1	88	100.0	98.3	93.5	61.4
					98	97.9	98.2	93.5	79.6
					101	100.0	98.3	93.5	77.2
IE9 Given a reading selection, the learner will identify a detail from the material in the selection.					89	100.0	100.0	91.3	66.1
					92	100.0	100.0	93.5	67.9
					102	97.9	100.0	93.5	71.2
IE14 Given a reading selection, the learner will identify the emotions of characters.					93	100.0	100.0	87.0	70.9
					95	100.0	98.2	93.5	64.3
					99	97.8	100.0	93.5	79.3

NOTE: S=Superintendents; T=Teachers
Objective Question One for Superintendents: Does the objective represent the curriculum?
Objective Question One for Teachers: Does the objective represent your instruction?
Objective Question Two for Superintendents: Do you think it is essential?
Objective Question Two for Teachers: Do you teach the objective?
Item Question One for Superintendents and Teachers: Is the item appropriate for the objective?
Item Question Two for Superintendents and Teachers: Is the item appropriate for students?

The percent of superintendent agreement is based on a sample size of 50 (for both objective and item evaluations). The percent of teacher agreement is based on a sample size of 63 (item evaluation) and 113 objective evaluation).

TABLE 3

PERCENT OF AGREEMENT AMONG SUPERINTENDENTS AND TEACHERS FOR SELECTED QUESTIONS FROM THE CONTENT VALIDATION OF THE SRA TEST FOR GRADE 6, READING, FORM L

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
IC8 Given a sentence with a suffixed word, the learner will identify the meaning of the word.	100.0	98.7	98.2	95.9	1	98.2	96.6	92.2	89.3
					2	100.0	96.6	96.1	90.0
					3	98.2	93.1	92.3	80.0
IC12 Given a sentence with a prefixed word, the learner will identify the meaning of the word.	100.0	97.4	98.2	93.9	4	100.0	100.0	98.0	96.7
					5	100.0	100.0	94.1	90.0
					6	100.0	96.6	96.1	86.7
IC27 Given sentences, the learner will identify the sentence in which the comparative form of an adjective or adverb is used correctly.	89.5	76.6	82.7	83.7	7	96.4	86.2	80.4	74.2
					8	96.4	93.1	80.4	77.4
					9	96.4	93.1	74.5	74.2
IC28 Given sentences, the learner will identify the sentence in which the superlative form of an adjective or adverb is used correctly.	87.7	77.6	80.8	84.3	10	96.4	90.0	84.3	87.1
					11	96.4	93.1	80.4	83.9
					12	96.4	93.1	78.4	77.4
IC31 Given sentences, the learner will identify the sentence in which the inflected verb form is used correctly.	86.0	85.7	84.6	87.0	13	98.2	96.6	88.2	87.1
					14	98.2	96.6	84.6	87.1
					15	98.2	96.6	84.6	87.1
IC32 Given a sentence with the verb omitted, the learner will identify the verb necessary for subject-verb agreement.	93.0	86.8	94.3	87.3	16	98.2	100.0	80.8	80.0
					17	98.2	100.0	86.5	83.3
					18	98.2	100.0	88.5	90.0
IC39 Given a word, the learner will identify its syllabication.	96.4	97.4	84.9	90.0	19	96.4	96.6	80.8	80.0
					20	96.4	96.6	78.9	86.7
					21	94.6	96.6	71.2	70.0
ID1 Given a word, the learner will identify its synonym.	100.0	97.4	100.0	88.6	22	100.0	100.0	96.2	86.7
					23	100.0	100.0	98.1	93.3
					24	100.0	100.0	96.2	83.3

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
ID2 Given a word, the learner will identify its antonym.	100.0	98.7	98.2	86.1	25	100.0	100.0	96.2	86.7
					26	98.2	100.0	92.3	83.3
					27	100.0	100.0	92.3	86.7
ID3 Given a pair of words, the learner will identify the words as synonyms, antonyms, or neither.	94.6	93.4	94.3	87.9	28	100.0	100.0	94.2	90.0
					29	98.2	93.1	78.9	66.7
					30	98.2	100.0	84.6	80.0
ID4 Given a homonym, the learner will identify the word that has the same pronunciation.	98.3	90.8	96.4	87.9	31	98.2	100.0	94.2	86.7
					32	98.2	100.0	94.2	93.3
					33	98.2	100.0	94.1	93.3
ID7 Given an unfamiliar word in context, the learner will identify the meaning of the word.	98.3	94.6	96.4	98.2	34	92.9	96.6	67.3	66.7
					35	96.4	93.1	71.2	66.7
					36	94.6	93.1	71.2	70.0
ID8 Given a sentence with a word omitted, the learner will use context clues to identify a word to correctly complete the sentence.	100.0	94.7	100.0	94.2	37	100.0	100.0	92.3	93.3
					38	100.0	100.0	88.5	83.3
					39	96.4	93.1	86.3	80.0
ID9 Given a sentence with a simile, the learner will identify the meaning of the simile.	91.2	77.3	83.0	89.1	40	96.4	93.1	82.4	71.0
					41	98.2	96.6	86.5	90.3
					42	98.2	82.8	76.5	58.1
ID10 Given a sentence with a metaphor, the learner will identify the meaning of the metaphor.	89.7	76.3	81.5	90.4	43	100.0	96.6	90.2	87.1
					44	98.2	96.6	86.0	80.7
					45	100.0	96.6	78.4	64.5
IE7 Given a reading selection, the learner will identify the main idea.	100.0	98.7	98.2	100.0	49	98.2	96.6	96.1	83.3
					59	96.4	93.1	90.4	73.3
					61	100.0	89.7	92.3	90.0
IE9 Given a reading selection, the learner will identify a detail from the material in the selection.	100.0	97.4	96.3	97.9	56	100.0	100.0	96.2	90.0
					58	100.0	100.0	100.0	93.3
					70	100.0	100.0	98.1	93.3
IE10 Given a reading selection, the learner will identify the sequence of the main events.	100.0	97.4	98.2	97.8	50	100.0	100.0	96.1	93.3
					51	96.4	82.8	78.9	50.0
					52	100.0	96.6	100.0	83.3

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
IE12 Given a reading selection, the learner will identify a sentence that summarizes it.	91.2	93.4	98.2	94.6	64	98.2	93.1	94.2	83.3
					69	100.0	96.6	96.2	90.0
					74	92.9	82.8	83.0	60.0
IE13 Given a reading selection, the learner will identify a conclusion based on the material in the selection.	94.7	90.8	94.3	96.2	46	96.4	93.1	96.2	86.7
					55	100.0	100.0	94.2	86.7
					57	98.2	100.0	96.2	90.0
IE15 Given a reading selection, the learner will identify a cause-and-effect relationship.	98.3	86.3	96.4	94.1	47	98.2	100.0	95.8	86.2
					54	96.4	93.1	88.5	80.0
					60	94.6	93.1	86.5	66.7
IE16 Given a reading selection, the learner will compare or contrast material to identify the correct answer.	83.9	77.6	90.2	83.3	48	96.4	85.2	84.6	66.7
					62	94.6	82.8	76.9	63.3
					74	98.2	100.0	96.1	86.7
IE18 Given a reading selection, the learner will identify the author's purpose.	87.7	76.6	82.7	80.4	53	98.2	96.6	92.2	83.3
					63	98.2	100.0	96.1	93.3
					65	92.9	86.2	86.3	62.1
IE24 Given a natural science selection and a set of questions, the learner will identify for each question the statement that correctly answers it.	96.5	77.0	98.2	81.8	71	100.0	96.6	96.1	90.0
					72	98.2	96.6	92.2	86.2
					73	100.0	100.0	98.0	93.3
IE25 Given a social studies selection and a set of questions, the learner will identify for each question the statement that correctly answers it.	98.3	73.0	96.4	80.0	66	100.0	96.6	96.1	86.7
					67	91.1	86.2	82.7	60.0
					68	98.2	90.0	88.5	76.7
IF11 Given an illustration of encyclopedia volumes, the learner will identify the volume that has information on a specific topic.	96.5	90.5	96.3	90.2	76	100.0	100.0	94.2	83.3
					77	98.2	100.0	92.3	86.7
					78	100.0	100.0	96.1	86.7
IF12 Given a sentence with a key word, the learner will identify the key word to use to find a topic in an encyclopedia.	94.7	86.5	96.3	89.2	79	100.0	100.0	92.2	86.7
					80	96.4	100.0	90.2	83.3
					81	98.2	100.0	90.2	86.7
IF6 Given a sample dictionary entry, the learner will identify the function (pronunciation, definition, or part of speech) of each part.	96.5	98.7	94.4	87.5	82	100.0	96.6	90.2	90.0
					83	98.2	100.0	88.2	90.0
					84	96.4	100.0	86.3	86.7

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
IF9 Given a pronunciation key and a word, the learner will identify the correct pronunciation of the word.	100.0	94.6	94.6	85.1	85	91.1	96.6	78.4	86.7
					86	91.1	96.6	70.6	83.3
					87	91.1	96.6	66.7	76.7
IF13 Given an illustration of a library card catalog, the learner will identify the drawer that has an author, a title, or a subject card.	96.5	84.0	87.3	94.7	88	98.2	100.0	88.2	86.7
					89	92.9	100.0	82.4	83.3
					90	96.4	100.0	84.0	76.7
IF14 Given a sample library catalog card, the learner will identify the author, title, or call number of a book.	98.3	77.3	87.0	86.8	91	98.2	100.0	92.0	90.0
					92	96.4	100.0	88.0	86.7
					93	94.4	100.0	82.4	83.3
IF17 Given a sample table of contents page, the learner will identify the page, chapter, or section references for a specific topic.	100.0	95.9	96.3	81.0	94	100.0	100.0	96.1	96.7
					95	98.2	100.0	94.1	93.3
					96	98.2	100.0	90.2	80.0
IF24 Given a sample diagram, the learner will identify specific information.	98.3	77.3	87.0	76.1	97	94.6	96.6	76.9	73.3
					98	96.4	96.6	84.6	90.0
					99	96.4	96.6	76.9	73.3
IF21 Given a question on a specific topic, the learner will identify the source (dictionary, encyclopedia, or card catalog) to use to find information on a topic.	96.5	85.3	88.9	80.4	100	98.2	86.2	92.0	70.0
					101	98.2	92.9	88.5	70.0
					102	100.0	96.4	90.2	82.8
IE17 Given sentences that are statements of fact or opinion, the learner will identify the sentence that is a statement of opinion.	100.0	77.0	94.6	82.2	103	96.4	96.4	84.0	66.7
					104	98.2	88.9	83.7	63.3
					105	98.1	92.9	83.3	60.0

NOTE: S=Superintendents; T=Teachers
Objective Question One for Superintendents: Does the objective represent the curriculum?
Objective Question One for Teachers: Does the objective represent your instruction?
Objective Question Two for Superintendents: Do you think it is essential?
Objective Question Two for Teachers: Do you teach the objective?
Item Question One for Superintendents and Teachers: Is the item appropriate for the objective?
Item Question Two for Superintendents and Teachers: Is the item appropriate for students?

The percent of superintendent agreement is based on a sample size of 56 (for both objective and item evaluations).
The percent of teacher agreement is based on a sample size of 31 (item evaluation) and 75 (objective evaluation).

TABLE 4

PERCENT OF AGREEMENT AMONG SUPERINTENDENTS AND TEACHERS FOR SELECTED QUESTIONS FROM THE CONTENT VALIDATION OF THE SRA TEST FOR GRADE 6, READING, FORM M

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
IC8 Given a sentence with a suffixed word, the learner will identify the meaning of the word.	100.0	98.7	98.2	95.9	1	100.0	100.0	95.8	86.4
					2	100.0	100.0	97.9	93.2
					3	100.0	100.0	97.9	93.2
IC12 Given a sentence with a prefixed word, the learner will identify the meaning of the word.	100.0	97.4	98.2	93.9	4	100.0	100.0	100.0	97.7
					5	100.0	100.0	100.0	97.7
					6	100.0	100.0	93.8	86.4
IC27 Given sentences, the learner will identify the sentence in which the comparative form of an adjective or adverb is used correctly.	89.5	76.6	82.7	83.7	7	100.0	100.0	83.3	60.5
					8	98.0	86.4	85.1	43.2
					9	100.0	97.7	83.0	56.8
IC28 Given sentences, the learner will identify the sentence in which the superlative form of an adjective or adverb is used correctly.	87.7	77.6	80.8	84.3	10	100.0	97.7	87.2	59.1
					11	100.0	100.0	85.1	61.4
					12	98.0	100.0	75.0	61.4
IC31 Given sentences, the learner will identify the sentence in which the inflected verb form is used correctly.	86.0	85.7	84.6	87.0	13	100.0	100.0	91.7	80.0
					14	100.0	100.0	91.7	80.0
					15	98.0	100.0	83.3	68.2
IC32 Given a sentence with the verb omitted, the learner will identify the verb necessary for subject-verb agreement.	93.0	86.8	94.3	87.3	16	98.0	100.0	87.2	77.3
					17	100.0	100.0	89.6	77.3
					18	100.0	100.0	91.7	77.3
IC39 Given a word, the learner will identify its syllabication.	96.4	97.4	84.9	90.0	19	96.0	84.1	75.0	72.7
					20	98.0	86.4	79.2	79.1
					21	98.0	86.4	80.9	80.0
ID1 Given a word, the learner will identify its synonym.	100.0	97.4	100.0	88.6	22	100.0	100.0	91.7	83.7
					23	96.0	100.0	75.0	77.3
					24	100.0	100.0	87.5	81.8

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
ID2 Given a word, the learner will identify its antonym.	100.0	98.7	98.2	86.1	25	98.0	97.7	93.8	88.6
					26	96.0	100.0	83.3	76.7
					27	100.0	100.0	91.7	80.0
ID3 Given a pair of words, the learner will identify the words as synonyms, antonyms, or neither.	94.6	93.4	94.3	87.9	28	94.0	88.4	72.9	71.4
					29	95.9	88.1	70.2	59.1
					30	100.0	88.6	91.7	75.0
ID4 Given a homonym, the learner will identify the word that has the same pronunciation.	98.3	90.8	96.4	87.9	31	100.0	100.0	100.0	80.0
					32	98.0	100.0	93.8	80.0
					33	100.0	100.0	97.9	75.0
ID7 Given an unfamiliar word in context, the learner will identify the meaning of the word.	98.3	94.6	96.4	98.2	34	100.0	88.6	90.0	68.2
					35	93.9	84.1	83.3	81.0
					36	96.0	88.6	87.5	65.1
ID8 Given a sentence with a word omitted, the learner will use context clues to identify a word to correctly complete the sentence.	100.0	94.7	100.0	94.2	37	100.0	100.0	91.7	95.5
					38	98.0	100.0	97.9	95.5
					39	98.0	100.0	95.8	95.5
ID9 Given a sentence with a simile, the learner will identify the meaning of the simile.	91.2	77.3	83.0	89.1	40	94.0	97.7	89.4	86.1
					41	96.0	100.0	91.7	84.1
					42	94.0	100.0	87.5	84.1
ID10 Given a sentence with a metaphor, the learner will identify the meaning of the metaphor.	89.7	76.3	81.5	90.4	43	97.9	100.0	87.0	83.7
					44	93.8	100.0	73.9	83.7
					45	95.8	77.3	84.8	64.3
IE7 Given a reading selection, the learner will identify the main idea.	100.0	98.7	98.2	100.0	56	100.0	100.0	91.5	90.9
					65	98.0	97.7	91.5	86.4
					73	100.0	95.5	91.5	77.3
IE9 Given a reading selection, the learner will identify a detail from the material in the selection.	100.0	97.4	96.3	97.9	66	98.0	90.9	87.2	56.8
					68	100.0	90.9	97.9	61.4
					74	100.0	90.9	95.7	61.4
IE10 Given a reading selection, the learner will identify the sequence of the main events.	100.0	97.4	98.2	97.8	57	100.0	90.9	95.7	65.9
					58	96.0	90.9	93.6	75.0
					59	100.0	97.7	91.5	80.0

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Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
IE12 Given a reading selection, the learner will identify a sentence that summarizes it.	91.2	93.4	98.2	94.6	46	98.0	100.0	93.6	90.9
					60	98.0	97.7	95.7	90.9
					69	100.0	88.6	97.9	84.1
IE13 Given a reading selection, the learner will identify a conclusion based on the material in the selection.	94.7	90.8	94.3	96.2	55	100.0	88.6	97.9	84.1
					64	98.0	90.7	95.7	84.1
					72	100.0	88.6	91.5	65.1
IE15 Given a reading selection, the learner will identify a cause-and-effect relationship.	98.3	86.3	96.4	94.1	53	100.0	90.9	95.4	63.6
					67	100.0	88.6	100.0	59.1
					75	98.0	88.6	93.3	59.1
IE16 Given a reading selection, the learner will compare or contrast material to identify the correct answer.	83.9	77.6	90.2	83.3	47	96.0	88.6	95.7	80.0
					49	96.0	100.0	93.3	93.2
					70	100.0	100.0	100.0	95.5
IE18 Given a reading selection, the learner will identify the author's purpose.	87.7	76.6	82.7	80.4	48	100.0	100.0	97.8	88.6
					54	100.0	88.6	97.8	80.0
					71	98.0	86.4	91.1	72.1
IE24 Given a natural science selection and a set of questions, the learner will identify for each question the statement that correctly answers it.	96.5	77.0	98.2	81.8	50	98.0	88.6	93.0	65.9
					51	98.0	86.4	91.1	61.4
					52	100.0	81.4	97.8	58.1
IE25 Given a social studies selection and a set of questions, the learner will identify for each question the statement that correctly answers it.	98.3	73.0	96.4	80.0	61	100.0	86.1	95.6	71.4
					62	96.0	90.7	95.6	86.1
					63	100.0	83.7	95.6	67.4
IF11 Given an illustration of encyclopedia volumes, the learner will identify the volume that has information on a specific topic.	96.5	90.5	96.3	90.2	76	98.0	100.0	91.1	88.4
					77	100.0	100.0	97.8	90.7
					78	100.0	100.0	97.8	90.7
IF12 Given a sentence with a key word, the learner will identify the key word to use to find a topic in an encyclopedia.	94.7	86.5	96.3	89.2	79	98.0	88.4	88.9	72.1
					80	100.0	88.4	91.1	74.4
					81	100.0	88.4	95.6	72.1
IF6 Given a sample dictionary entry, the learner will identify the function (pronunciation, definition, or part of speech) of each part.	96.5	98.7	94.4	87.5	82	98.0	100.0	89.1	95.4
					83	100.0	100.0	95.6	95.4
					84	98.0	100.0	88.6	79.1

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
IF9 Given a pronunciation key and a word, the learner will identify the correct pronunciation of the word.	100.0	94.6	94.6	85.1	85	93.9	88.4	80.0	78.6
					86	95.9	88.4	80.0	81.0
					87	93.9	88.4	68.9	78.6
IF13 Given an illustration of a library card catalog, the learner will identify the drawer that has an author, a title, or a subject card.	96.5	84.0	87.3	94.7	88	98.0	88.4	86.7	74.4
					89	98.0	88.4	86.7	74.4
					90	98.0	88.4	86.7	72.1
IF14 Given a sample library catalog card, the learner will identify the author, title, or call number of a book.	98.3	77.3	87.0	86.8	91	98.0	97.7	88.6	88.4
					92	98.0	88.4	88.6	76.7
					93	98.0	100.0	88.6	86.1
IF17 Given a sample table of contents page, the learner will identify the page, chapter, or section references for a specific topic.	100.0	95.9	96.3	81.0	94	100.0	100.0	97.8	93.0
					95	98.0	97.7	93.3	93.0
					96	100.0	97.7	95.6	93.0
IF24 Given a sample diagram, the learner will identify specific information.	98.3	77.3	87.0	76.1	97	98.0	81.4	76.1	67.4
					98	96.0	93.0	84.8	76.7
					99	96.0	81.4	82.6	69.1
IF21 Given a question on a specific topic, the learner will identify the source (dictionary, encyclopedia, or card catalog) to use to find information on a topic.	96.5	85.3	88.9	80.4	100	100.0	88.4	93.3	70.0
					101	100.0	100.0	95.6	76.7
					102	100.0	100.0	90.9	78.6
IE17 Given sentences that are statements of fact or opinion, the learner will identify the sentence that is a statement of opinion.	100.0	77.0	94.6	82.2	103	98.0	97.7	86.4	76.7
					104	95.8	97.7	83.7	76.7
					105	95.8	97.7	86.1	79.1

NOTE: S=Superintendents; T=Teachers
Objective Question One for Superintendents: Does the objective represent the curriculum?
Objective Question One for Teachers: Does the objective represent your instruction?
Objective Question Two for Superintendents: Do you think it is essential?
Objective Question Two for Teachers: Do you teach the objective?
Item Question One for Superintendents and Teachers: Is the item appropriate for the objective?
Item Question Two for Superintendents and Teachers: Is the item appropriate for students?

The percent of superintendent agreement is based on a sample size of 50 (for both objective and item evaluations).
The percent of teacher agreement is based on a sample size of 44 (item evaluation) and 75 (objective evaluation).

TABLE 5

PERCENT OF AGREEMENT AMONG SUPERINTENDENTS AND TEACHERS FOR SELECTED QUESTIONS FROM THE CONTENT VALIDATION OF THE SRA TEST FOR GRADE 8, READING, FORM L

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
IC9 Given an obscure suffixed word and the meaning of its root, the learner will identify the meaning of the word.	92.7	53.6	88.9	92.3	1	100.0	100.0	84.0	75.0
					2	100.0	100.0	88.0	83.3
					3	96.2	100.0	76.0	75.0
IC13 Given an obscure prefixed word and the meaning of its root, the learner will identify the meaning of the word.	94.6	64.3	90.7	92.9	4	100.0	100.0	89.8	83.3
					5	98.1	100.0	76.0	83.3
					6	90.6	100.0	74.0	66.7
IC27 Given sentences, the learner will identify the sentence in which the comparative form of an adjective or adverb is used correctly.	94.6	67.9	88.9	87.5	7	96.2	100.0	83.3	83.3
					8	96.2	100.0	81.3	83.3
					9	92.3	100.0	75.5	83.3
IC28 Given sentences, the learner will identify the sentence in which the superlative form of an adjective or adverb is used correctly.	94.6	67.0	85.2	87.5	10	98.1	100.0	83.7	91.7
					11	98.1	100.0	85.7	91.7
					12	98.1	100.0	85.7	91.7
ID1 Given a word, the learner will identify its synonym.	98.2	64.3	96.3	94.1	13	100.0	100.0	85.7	75.0
					14	92.5	100.0	66.0	66.7
					15	94.2	100.0	79.6	75.0
ID2 Given a word, the learner will identify its antonym.	98.2	66.7	96.3	94.1	16	92.3	100.0	75.5	75.0
					17	96.2	100.0	87.8	75.0
					18	100.0	100.0	87.8	75.0
ID3 Given a pair of words, the learner will identify the words as synonyms, antonyms, or neither.	94.6	57.1	92.6	83.3	19	92.3	91.7	61.2	58.3
					20	94.2	91.7	81.3	58.3
					21	100.0	91.7	87.8	66.7
ID4 Given a homonym, the learner will identify the word that has the same pronunciation.	98.2	75.0	88.9	86.7	22	96.2	100.0	78.0	75.0
					23	100.0	100.0	91.8	83.3
					24	98.1	91.7	79.6	75.0

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
ID7 Given an unfamiliar word in context, the learner will identify the meaning of the word.	96.4	100.0	94.4	90.0	25	100.0	100.0	79.2	66.7
					26	94.2	100.0	75.5	75.0
					27	94.3	100.0	70.0	66.7
ID8 Given a sentence with a word omitted, the learner will use context clues to identify a word to correctly complete the sentence.	94.6	73.1	94.4	88.9	28	100.0	100.0	83.7	75.0
					29	98.1	100.0	79.6	75.0
					30	100.0	100.0	79.6	75.0
ID10 Given a sentence with a metaphor, the learner will identify the meaning of the metaphor.	96.4	50.0	87.0	81.3	31	100.0	100.0	93.9	91.7
					32	98.1	100.0	89.8	91.7
					33	98.1	100.0	89.8	91.7
ID11 Given a sentence with personification, the learner will identify the meaning of the personification.	94.6	32.1	83.3	64.3	34	100.0	100.0	93.9	91.7
					35	98.1	100.0	91.8	83.3
					36	98.1	100.0	91.8	91.7
IE7 Given a reading selection, the learner will identify the main idea.	98.2	92.9	100.0	94.4	37	98.1	100.0	95.9	91.7
					40	100.0	100.0	98.0	91.7
					57	98.1	100.0	95.9	91.7
IE9 Given a reading selection, the learner will identify a detail from the material in the selection.	98.2	96.4	100.0	94.1	38	98.0	100.0	89.8	83.3
					46	100.0	100.0	93.8	91.7
					63	96.2	100.0	87.8	75.0
IE10 Given a reading selection, the learner will identify the sequence of the main events.	98.2	92.6	100.0	90.9	47	100.0	100.0	83.3	81.8
					48	96.2	100.0	79.6	72.7
					49	98.1	91.7	87.8	66.7
IE12 Given a reading selection, the learner will identify a sentence that summarizes it.	98.2	81.5	100.0	81.3	45	100.0	100.0	98.0	91.7
					52	100.0	100.0	98.0	91.7
					68	100.0	100.0	98.0	91.7
IE15 Given a reading selection, the learner will identify a cause-and-effect relationship.	92.7	89.3	94.5	87.0	39	100.0	100.0	98.0	91.7
					51	96.2	100.0	83.7	66.7
					64	98.1	100.0	93.9	83.3
IE16 Given a reading selection, the learner will compare or contrast material to identify the correct answer.	98.1	70.4	96.2	77.8	41	98.0	91.7	87.8	58.3
					53	100.0	100.0	91.8	66.7
					69	98.1	100.0	83.7	75.0

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
IE18 Given a reading selection, the learner will identify the author's purpose.	92.7	75.0	90.2	89.5	42	98.0	100.0	79.2	66.7
					50	98.1	100.0	81.6	66.7
					54	96.2	100.0	85.7	66.7
IE19 Given a reading selection, the learner will identify the author's opinion.	89.1	70.4	80.8	94.7	43	96.2	100.0	73.5	66.7
					55	98.1	100.0	75.5	66.7
					58	96.2	100.0	83.7	50.0
IE20 Given a reading selection, the learner will identify facts the author presented to support his opinion.	98.2	82.1	94.3	95.5	44	98.0	100.0	87.5	72.7
					56	98.1	100.0	92.0	81.8
					59	98.1	100.0	96.0	91.7
IE23 Given a fictional story and a set of questions, the learner will identify the setting, theme, and mood of the story.	94.6	82.1	87.0	88.0	65	96.2	100.0	92.0	91.7
					66	98.1	100.0	94.0	91.7
					67	100.0	100.0	86.0	83.3
IE24 Given a natural science selection and a set of questions, the learner will identify for each question the statement that correctly answers it.	94.6	67.9	96.3	88.2	60	100.0	100.0	86.0	75.0
					61	92.3	100.0	84.0	66.7
					62	96.2	100.0	88.0	75.0
IE25 Given a social studies selection and a set of questions, the learner will identify for each question the statement that correctly answers it.	98.2	64.3	98.2	82.4	70	96.2	100.0	90.0	75.0
					71	96.2	100.0	90.0	75.0
					72	96.2	100.0	90.0	75.0
IF5 Given a sample dictionary page and a word in context, the learner will identify the correct definition of the word.	100.0	96.4	98.2	93.8	73	96.2	100.0	85.7	75.0
					74	92.3	100.0	86.0	83.3
					75	98.1	100.0	94.0	83.3
IF9 Given a pronunciation key and a word, the learner will identify the correct pronunciation of the word.	96.4	92.9	94.3	88.9	76	94.2	100.0	88.0	75.0
					77	96.2	100.0	88.0	66.7
					78	96.2	100.0	80.0	75.0
IF14 Given a sample library catalog card, the learner will identify the author, title, or call number of a book.	96.4	75.0	94.4	81.8	79	100.0	100.0	96.0	83.3
					80	100.0	100.0	94.0	75.0
					81	100.0	100.0	98.0	66.7
IF26 Given a sample table, the learner will identify specific information.	96.4	57.1	90.7	69.2	82	98.1	100.0	90.0	66.7
					83	98.1	100.0	94.0	66.7
					84	98.1	100.0	94.0	75.0

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
IF19 Given a sample bibliography page, the learner will identify a book title, author, or publisher of specific references.	96.4	64.3	88.9	72.7	85	100.0	100.0	94.0	83.3
					86	100.0	100.0	94.0	75.0
					87	100.0	100.0	92.0	75.0
IF25 Given a sample graph, the learner will identify specific information.	96.4	35.7	88.7	40.0	88	98.1	100.0	96.0	66.7
					89	98.1	100.0	96.0	66.7
					90	98.1	100.0	96.0	58.3
IF27 Given a passage and an outline that has topics missing, the learner will identify a main topic, subtopic, or detailed sentence to correctly complete the outline.	87.3	46.4	86.8	60.0	91	96.2	100.0	76.0	50.0
					92	96.2	100.0	78.0	50.0
					93	96.2	100.0	78.0	50.0
IF20 Given a question on a specific topic, the learner will identify the source (newspaper, telephone book, or timetable) to use to find information on a topic.	94.6	53.6	47.0	80.0	94	100.0	100.0	95.9	83.3
					95	100.0	100.0	93.9	83.3
					96	88.5	100.0	72.0	75.0
IF22 Given a question on a specific topic, the learner will identify the source (almanac, atlas, or thesaurus) to use to find information on a topic.	78.2	46.4	75.0	63.6	97	96.2	100.0	74.0	50.0
					98	100.0	100.0	80.0	58.3
					99	98.1	91.7	74.0	41.7
IE11 Given a sentence, the learner will identify its paraphrase.	92.6	59.3	90.7	87.5	100	100.0	100.0	92.0	83.3
					101	98.1	100.0	92.0	83.3
					102	100.0	100.0	[illegible]	83.3
IE17 Given sentences that are statements of fact or opinion, the learner will identify the sentence that is a statement of opinion.	94.6	82.1	94.5	93.3	103	98.0	100.0	87.5	83.3
					104	98.0	100.0	89.4	83.3
					105	98.0	100.0	87.0	70.0

NOTE: S=Superintendents; T=Teachers
Objective Question One for Superintendents: Does the objective represent the curriculum?
Objective Question One for Teachers: Does the objective represent your instruction?
Objective Question Two for Superintendents: Do you think it is essential?
Objective Question Two for Teachers: Do you teach the objective?
Item Question One for Superintendents and Teachers: Is the item appropriate for the objective?
Item Question Two for Superintendents and Teachers: Is the item appropriate for students?

The percent of superintendent agreement is based on a sample size of 53 (for both objective and item evaluations).
The percent of teacher agreement is based on a sample size of 12 (item evaluation) and 28 (objective evaluation).

TABLE 6

PERCENT OF AGREEMENT AMONG SUPERINTENDENTS AND TEACHERS FOR SELECTED QUESTIONS FROM THE CONTENT VALIDATION OF THE SRA TEST FOR GRADE 8, READING, FORM M

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
IC9 Given an obscure suffixed word and the meaning of its root, the learner will identify the meaning of the word.	92.7	53.6	88.9	92.3	1	100.0	100.0	92.9	93.8
					2	100.0	100.0	86.7	93.8
					3	100.0	100.0	90.7	93.8
IC13 Given an obscure prefixed word and the meaning of its root, the learner will identify the meaning of the word.	94.6	64.3	90.7	92.9	4	100.0	100.0	88.9	93.8
					5	100.0	100.0	91.1	93.8
					6	100.0	100.0	86.7	93.8
IC27 Given sentences, the learner will identify the sentence in which the comparative form of an adjective or adverb is used correctly.	94.6	67.9	88.9	87.5	7	100.0	93.8	88.9	81.3
					8	100.0	93.8	86.7	81.3
					9	100.0	93.8	93.3	81.3
IC28 Given sentences, the learner will identify the sentence in which the superlative form of an adjective or adverb is used correctly.	94.6	67.0	85.2	87.5	10	97.9	100.0	93.3	87.5
					11	100.0	100.0	93.3	87.5
					12	100.0	100.0	86.7	75.0
ID1 Given a word, the learner will identify its synonym.	98.2	64.3	96.3	94.1	13	100.0	100.0	79.6	43.8
					14	97.9	100.0	84.1	43.8
					15	97.9	100.0	73.3	43.8
ID2 Given a word, the learner will identify its antonym.	98.2	66.7	96.3	94.1	16	97.9	100.0	75.6	75.0
					17	97.8	100.0	72.7	46.7
					18	93.6	100.0	80.0	50.0
ID3 Given a pair of words, the learner will identify the words as synonyms, antonyms, or neither.	94.6	57.1	92.6	83.3	19	95.7	93.8	73.3	31.3
					20	77.8	93.8	77.8	31.3
					21	95.8	87.5	77.8	25.0
ID4 Given a homonym, the learner will identify the word that has the same pronunciation.	98.2	75.0	88.9	86.7	22	100.0	100.0	97.8	87.5
					23	100.0	100.0	95.6	87.5
					24	100.0	100.0	95.6	87.5

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
ID7 Given an unfamiliar word in context, the learner will identify the meaning of the word.	96.4	100.0	94.4	90.0	25	97.9	100.0	72.7	87.5
					26	93.6	93.8	68.9	68.8
					27	95.7	100.0	75.6	81.3
ID8 Given a sentence with a word omitted, the learner will use context clues to identify a word to correctly complete the sentence.	94.6	73.1	94.4	88.9	28	97.9	87.5	81.4	43.8
					29	100.0	100.0	79.1	81.3
					30	95.7	87.5	72.7	43.8
ID10 Given a sentence with a metaphor, the learner will identify the meaning of the metaphor.	96.4	50.0	87.0	81.3	31	100.0	100.0	93.3	81.3
					32	97.9	100.0	86.7	81.3
					33	95.7	100.0	80.0	81.3
ID11 Given a sentence with personification, the learner will identify the meaning of the personification.	94.6	32.1	83.3	64.3	34	97.9	100.0	86.4	75.0
					35	97.9	100.0	90.9	75.0
					36	95.7	100.0	82.2	75.0
IE7 Given a reading selection, the learner will identify the main idea.	98.2	92.9	100.0	94.4	37	95.7	100.0	88.9	87.5
					46	100.0	100.0	95.6	87.5
					62	97.9	100.0	93.3	87.5
IE9 Given a reading selection, the learner will identify a detail from the material in the selection.	98.2	96.4	100.0	94.1	38	95.7	100.0	84.4	93.8
					47	97.9	100.0	88.9	75.0
					63	97.9	100.0	95.6	81.3
IE10 Given a reading selection, the learner will identify the sequence of the main events.	98.2	92.6	100.0	90.9	48	95.7	100.0	84.4	87.5
					49	97.9	93.8	82.2	68.8
					50	97.9	93.3	88.9	81.3
IE12 Given a reading selection, the learner will identify a sentence that summarizes it.	98.2	81.5	100.0	81.3	41	97.9	93.8	93.3	81.3
					52	97.9	100.0	95.6	87.5
					57	97.9	100.0	95.6	86.7
IE13 Given a reading selection, the learner will identify a cause-and-effect relationship.	92.7	89.3	94.5	87.0	39	97.9	100.0	95.6	86.7
					51	97.9	100.0	93.3	86.7
					64	97.9	100.0	93.3	87.5
IE16 Given a reading selection, the learner will compare or contrast material to identify the correct answer.	98.1	70.4	96.2	77.8	42	95.7	100.0	86.7	81.3
					53	95.7	100.0	88.6	81.3
					58	97.9	100.0	84.4	81.3

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
IE18 Given a reading selection, the learner will identify the author's purpose.	92.7	75.0	90.2	89.5	40	95.7	100.0	77.8	75.0
					43	97.9	100.0	82.2	75.0
					54	100.0	100.0	86.7	81.3
IE19 Given a reading selection, the learner will identify the author's opinion.	89.1	70.4	80.8	94.7	44	97.9	100.0	86.7	87.5
					55	97.9	100.0	86.7	93.8
					68	97.9	100.0	88.9	87.5
IE20 Given a reading selection, the learner will identify facts the author presented to support his opinion.	98.2	82.1	94.3	95.5	45	100.0	100.0	93.2	93.3
					56	100.0	100.0	97.8	87.5
					69	95.7	100.0	91.1	87.5
IE23 Given a fictional story and a set of questions, the learner will identify the setting, theme, and mood of the story.	94.6	82.1	87.0	88.0	65	100.0	100.0	95.5	81.3
					66	100.0	100.0	93.3	87.5
					67	97.9	100.0	84.4	87.5
IE24 Given a natural science selection and a set of questions, the learner will identify for each question the statement that correctly answers it.	94.6	67.9	96.3	88.2	59	100.0	100.0	88.9	87.5
					60	97.9	93.8	88.9	81.3
					61	97.9	93.8	91.1	87.5
IE25 Given a social studies selection and a set of questions, the learner will identify for each question the statement that correctly answers it.	98.2	64.3	98.2	82.4	70	97.9	100.0	95.6	87.5
					71	100.0	93.8	97.8	93.3
					72	100.0	100.0	97.8	93.8
IF5 Given a sample d[illegible]onary page and a word in context, the learner wil[illegible]entify the correct definition of the word.	100.0	96.4	98.2	93.8	73	100.0	100.0	100.0	87.5
					74	95.8	100.0	93.3	87.5
					75	97.9	100.0	95.6	87.5
IF9 Given a pronunciation key and a word, the learner will identify the correct pronunciation of the word.	96.4	92.9	94.3	88.9	76	93.6	100.0	84.4	87.5
					77	95.7	100.0	88.9	93.3
					78	97.9	93.8	84.4	86.7
IF14 Given a sample library catalog card, the learner will identify the author, title, or call number of a book.	96.4	75.0	94.4	81.8	79	100.0	100.0	97.7	93.8
					80	100.0	100.0	97.8	81.3
					81	100.0	100.0	97.8	87.5
IF26 Given a sample table, the learner will identify specific information.	96.4	57.1	90.7	69.2	82	100.0	100.0	100.0	73.3
					83	100.0	100.0	100.0	80.0
					84	100.0	100.0	100.0	81.3

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
IF19 Given a sample bibliography page, the learner will identify a book title, author, or publisher of specific references.	96.4	64.3	88.9	72.7	85	100.0	100.0	93.3	87.5
					86	100.0	100.0	93.3	87.5
					87	100.0	93.8	91.1	87.5
IF25 Given a sample graph, the learner will identify specific information.	96.4	35.7	88.7	40.0	88	100.0	93.8	97.8	81.3
					89	100.0	93.8	97.8	81.3
					90	100.0	93.8	97.8	81.3
IF27 Given a passage and an outline chat has topics missing, the learner will identify a main topic, subtopic, or detailed sentence to correctly complete the outline.	87.3	46.4	86.8	60.0	91	100.0	93.8	84.4	75.0
					92	100.0	93.8	84.4	81.3
					93	97.9	100.0	82.2	81.3
IF20 Given a question on a specific topic, the learner will identify the source (newspaper, telephone book, or timetable) to use to find information on a topic.	94.6	53.6	47.0	80.0	94	100.0	100.0	97.8	81.3
					95	100.0	100.0	95.6	87.5
					96	93.6	100.0	77.8	62.5
IF22 Given a question on a specific topic, the learner will identify the source (almanac, atlas, or thesaurus) to use to find information on a topic.	78.2	46.4	75.0	63.6	97	95.7	93.3	82.2	73.3
					98	100.0	93.8	86.7	68.8
					99	100.0	93.8	84.4	68.8
IE11 Given a sentence, the learner will identify its paraphrase.	92.6	59.3	90.7	87.5	100	100.0	100.0	91.1	75.0
					101	100.0	100.0	95.6	81.3
					102	100.0	100.0	95.6	81.3
IE17 Given sentences that are statements of fact or opinion, the learner will identify the sentence that is a statement of opinion.	94.6	82.1	94.5	93.3	103	97.9	100.0	88.9	93.8
					104	100.0	100.0	90.7	93.8
					105	100.0	100.0	90.9	93.8

NOTE: S=Superintendents; T=Teachers
Objective Question One for Superintendents: Does the objective represent the curriculum?
Objective Question One for Teachers: Does the objective represent your instruction?
Objective Question Two for Superintendents: Do you think it is essential?
Objective Question Two for Teachers: Do you teach the objective?
Item Question One for Superintendents and Teachers: Is the item appropriate for the objective?
Item Question Two for Superintendents and Teachers: Is the item appropriate for students?

85

The percent of superintendent agreement is based on a sample size of 47 (for both objective and item evaluations).
The percent of teacher agreement is based on a sample size of 16 (item evaluation) and 28 (objective evaluation).

86

TABLE 7

PERCENT OF AGREEMENT AMONG SUPERINTENDENTS AND TEACHERS FOR SELECTED QUESTIONS FROM THE CONTENT VALIDATION OF THE SRA TEST FOR GRADE 3, MATH, FORM X

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
W1 Given a sequence of three consecutive 3-digit whole numbers, the learner will identify the next number in the sequence.	100.0	97.4	100.0	90.7	1	100.0	100.0	100.0	100.0
					2	100.0	100.0	100.0	100.0
					3	100.0	100.0	100.0	100.0
W2 Given a sequence of three whole numbers formed by skip-counting by 2, 5, or 10, the learner will identify the next number in the sequence.	98.4	99.2	93.2	91.4	4	100.0	100.0	98.2	98.0
					5	100.0	100.0	98.2	98.0
					6	100.0	100.0	98.2	95.9
W84 Given four 1- or 2-digit whole numbers, the learner will identify the number that is odd or even as specified.	91.7	82.5	84.8	87.7	7	100.0	94.1	89.1	83.7
					8	98.2	94.1	82.1	80.0
					9	98.2	96.1	82.1	83.7
W3 Given the numeral for a 3- or 4-digit whole number, the learner will identify the word name for the number.	95.1	87.8	93.2	93.4	10	100.0	98.0	92.7	85.7
					11	100.0	98.0	87.3	77.6
					12	100.0	98.0	87.3	80.0
W5 Given two whole numbers greater than 10 and less than 1000, the learner will identify the inequality sign that indicates their order.	93.3	90.0	88.1	86.5	13	96.4	94.1	87.0	81.6
					14	96.4	94.1	87.0	81.6
					15	96.4	94.1	85.5	75.5
W10 Given the expanded numeral for a 3- or 4-digit whole number, the learner will identify the standard numeral for that number.	93.3	90.0	84.8	96.9	16	98.2	100.0	92.9	85.7
					17	98.2	100.0	85.7	83.7
					18	98.2	100.0	85.7	83.7
W26 Given an addition problem involving two 2-digit whole numbers with no regrouping, the learner will identify the sum.	98.4	100.0	100.0	87.9	19	100.0	100.0	100.0	95.9
					20	100.0	100.0	100.0	98.0
					21	100.0	100.0	100.0	98.0
W27 Given an addition problem involving three 2-digit whole numbers with no regrouping, the learner will identify the sum.	95.1	99.1	98.3	90.0	22	100.0	100.0	96.4	97.9
					23	100.0	100.0	96.4	98.0
					24	100.0	100.0	96.4	98.0

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
W28 Given an addition problem involving two 2-digit whole numbers with regrouping, the learner will identify the sum.	100.0	98.3	100.0	100.0	25	100.0	100.0	100.0	100.0
					26	100.0	100.0	100.0	100.0
					27	100.0	100.0	100.0	100.0
W29 Given an addition problem involving three 2-digit whole numbers with regrouping, the learner will identify the sum.	98.4	91.3	96.6	97.0	28	100.0	100.0	96.4	91.8
					29	100.0	100.0	94.6	87.8
					30	100.0	100.0	94.6	87.8
W30 Given an addition problem involving two 3-digit whole numbers with regrouping, the learner will identify the sum.	100.0	94.1	98.3	96.2	31	100.0	100.0	96.4	95.9
					32	100.0	100.0	96.4	98.0
					33	100.0	100.0	94.6	95.9
W34 Given a subtraction problem involving two 2-digit whole numbers with no regrouping, the learner will identify the difference.	98.4	100.0	100.0	87.3	34	100.0	100.0	100.0	98.0
					35	100.0	100.0	100.0	98.0
					36	100.0	100.0	100.0	98.0
W35 Given a subtraction problem involving a 2-digit whole number and a 1- or 2-digit whole number with regrouping, the learner will identify the difference.	100.0	96.6	100.0	97.8	37	100.0	100.0	100.0	95.9
					38	100.0	100.0	100.0	95.9
					39	100.0	100.0	100.0	95.9
W36 Given a subtraction problem involving a 3-digit whole number and a 2-digit whole number with regrouping, the learner will identify the difference.	96.7	92.4	98.3	97.2	40	100.0	100.0	94.6	90.0
					41	98.2	100.0	85.7	81.6
					42	98.2	100.0	91.1	90.0
W39 Given a multiplication problem involving two 1-digit whole numbers, the learner will identify the product.	96.7	94.9	98.3	99.0	43	100.0	100.0	94.6	90.0
					44	100.0	100.0	94.6	87.8
					45	98.2	100.0	87.5	87.8
W40 Given a multiplication problem involving a 2-digit whole number and a 1-digit whole number with no regrouping, the learner will identify the product.	95.1	90.0	96.6	98.1	46	100.0	100.0	92.9	87.8
					47	100.0	98.0	91.1	85.7
					48	100.0	98.0	91.1	85.7
W41 Given a multiplication problem involving a 2-digit whole number and a 1-digit whole number with regrouping, the learner will identify the product.	91.8	80.9	88.1	95.0	49	100.0	94.0	85.7	72.9
					50	100.0	94.0	89.3	72.9
					51	96.4	94.0	82.1	72.9
W47 Given a division problem involving whole numbers with a 1-digit divisor, a 1-digit quotient, and no remainder, the learner will identify the quotient.	90.2	85.2	93.2	94.2	52	98.2	96.0	91.1	85.4
					53	98.2	98.0	89.3	79.2
					54	96.4	98.0	85.7	79.2

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
W57 Given a number line on which an addition problem involving whole numbers is illustrated, the learner will identify the addition problem.	81.4	90.0	61.0	83.1	55	96.4	100.0	82.1	83.3
					56	96.4	100.0	82.1	83.3
					57	96.4	100.0	80.4	83.3
W58 Given a number line on which a subtraction problem involving whole numbers is illustrated, the learner will identify the subtraction problem.	83.1	87.2	59.7	80.0	58	94.6	100.0	74.6	77.1
					59	94.6	100.0	74.6	77.1
					60	94.6	100.0	75.0	75.0
W59 Given a number line on which a multiplication problem involving whole numbers is illustrated, the learner will identify the multiplication problem.	78.0	70.0	52.6	84.6	61	94.6	94.1	63.0	57.5
					62	94.6	94.1	63.6	56.3
					63	94.6	94.1	63.6	56.3
W74 Given an open addition sentence involving whole numbers with two 1-digit addends, the learner will identify the missing addend.	95.1	98.3	83.1	84.1	64	100.0	100.0	96.4	91.5
					65	100.0	100.0	96.4	91.5
					66	100.0	100.0	94.6	91.5
W76 Given an open subtraction sentence involving whole numbers with 1-digit addends, the learner will identify the missing sum.	93.3	96.6	80.0	83.1	67	100.0	100.0	96.3	85.1
					68	100.0	100.0	96.3	85.1
					69	100.0	100.0	94.4	87.2
W61 Given an addition problem with a whole number and 0 as addends, or a multiplication problem with a whole number and either 0 or 1 as factors, the learner will identify the sum of product.	94.9	95.7	91.7	98.9	70	100.0	100.0	100.0	93.6
					71	100.0	100.0	98.2	91.3
					72	100.0	100.0	100.0	93.5
F1 Given a picture of a region divided into two, four, or five congruent parts with one or more parts shaded, the learner will identify the fraction that indicates the shaded portion.	91.8	80.0	90.0	90.0	73	100.0	98.0	96.4	72.3
					74	100.0	96.1	94.6	68.1
					75	100.0	96.1	94.6	68.1
W68 Given a one-step word problem that can be solved by addition or subtraction of whole numbers, the learner will identify the addition or subtraction sentence that is used to solve the problem.	93.3	90.0	88.3	89.2	76	98.2	80.4	76.4	72.3
					77	98.2	80.4	76.4	68.1
					78	98.2	82.0	75.9	66.0
W69 Given a one-step word problem that can be solved by addition or subtraction of whole numbers, the learner will identify the solution to the problem.	95.1	94.9	95.0	92.7	79	98.2	90.2	83.3	75.0
					80	100.0	94.1	88.9	83.0
					81	100.0	94.1	87.3	85.1
M27 Given a certain number of quarters, dimes, nickels, and pennies whose total value is less than one dollar, the learner will identify the total amount.	96.7	94.9	98.3	90.1	82	98.2	92.2	94.6	75.0
					83	96.4	92.2	92.7	75.0
					84	96.4	90.2	92.6	68.8

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
M28 Given a word problem involving the prices of two or three items expressed in dollars and cents, the learner will identify the total price.	93.4	88.0	93.3	92.2	85	98.2	94.1	1.8	5.9
					86	98.2	94.1	88.7	80.9
					87	98.2	94.1	83.6	81.3
M32 Given a picture of a clock and a list of times expressed with colons, the learner will identify the time shown.	86.9	78.6	87.9	91.3	88	100.0	88.0	92.7	52.1
					89	100.0	90.2	92.7	61.2
					90	96.4	84.3	78.2	50.0
M1 Given a picture of an object aligned with a ruler having nonstandard units, the learner will identify the length of the object.	90.2	86.0	88.1	84.8	91	96.4	94.1	94.6	71.4
					92	96.4	94.1	94.6	71.4
					93	96.4	94.1	94.6	69.4
M2 Given a picture of an object aligned with a centimetre ruler, the learner will identify the length of the object.	86.9	70.7	91.4	74.4	94	100.0	92.2	94.6	65.3
					95	100.0	92.2	94.6	64.6
					96	100.0	92.2	94.6	64.6
G1 Given pictures of four geometric figures, the learner will identify the curve, closed curve, or simple closed curve as specified.	76.7	59.3	55.2	80.9	97	96.4	88.2	75.5	59.2
					98	96.4	88.2	70.9	54.2
					99	96.4	90.0	67.3	43.8
G7 Given pictures of four quadrilaterals, the learner will identify the square, rectangle, or parallelogram as specified.	78.7	72.4	78.0	84.9	100	100.0	96.1	94.6	82.6
					101	100.0	96.1	92.7	78.7
					102	98.2	86.3	60.0	38.3
G11 Given a picture of a 2-dimensional figure and pictures of four 2-dimensional figures, the learner will identify the one of the four that has the same size and shape as the first figure.	88.5	70.2	80.0	79.0	103	98.2	90.0	90.7	71.7
					104	98.2	90.0	92.6	73.9
					105	98.2	90.0	88.9	71.7
G24 Given a picture of a rectangle or a triangle drawn on a grid, the learner will identify the area.	65.0	54.4	50.0	75.0	106	96.4	85.7	64.8	47.8
					107	94.6	82.0	48.2	39.6
					108	94.6	81.6	48.2	40.4

NOTE: S=Superintendents; T=Teachers
Objective Question One for Superintendents: Does the objective represent the curriculum?
Objective Question One for Teachers: Does the objective represent your instruction?
Objective Question Two for Superintendents: Do you think it is essential?
Objective Question Two for Teachers: Do you teach the objective?
Item Question One for Superintendents and Teachers: Is the item appropriate for the objective?
Item Question Two for Superintendents and Teachers: Is the item appropriate for students?

The percent of superintendent agreement is based on a sample size of 56 (for both objective and item eval.).
The percent of teacher agreement is based on a sample size of 51 (item evaluation) and 117 (objective evaluation).

TABLE 8

PERCENT OF AGREEMENT AMONG SUPERINTENDENTS AND TEACHERS FOR SELECTED QUESTIONS FROM THE CONTENT VALIDATION OF THE SRA TEST FOR GRADE 3, MATH, FORM Y

[illegible]ber And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
W1 Given a sequence of three consecutive 3-digit whole numbers, the learner will identify the next number in the sequence.	100.0	97.4	100.0	90.7	1	100.0	100.0	100.0	98.4
					2	100.0	100.0	100.0	98.4
					3	100.0	100.0	100.0	98.4
W2 Given a sequence of three whole numbers formed by skip-counting by 2, 5, or 10, the learner will identify the next number in the sequence.	98.4	99.2	93.2	91.4	4	100.0	100.0	98.1	100.0
					5	100.0	100.0	98.1	100.0
					6	100.0	100.0	98.0	100.0
W84 Given four 1- or 2-digit whole numbers, the learner will identify the number that is odd or even as specified.	91.7	82.5	84.8	87.7	7	100.0	100.0	86.5	96.8
					8	100.0	100.0	80.8	84.1
					9	100.0	100.0	80.8	84.1
W3 Given the numeral for a 3- or 4-digit whole number, the learner will identify the word name for the number.	95.1	87.8	93.2	93.4	10	100.0	100.0	94.1	92.2
					11	100.0	90.9	88.2	65.6
					12	100.0	90.8	88.2	68.8
W5 Given two whole numbers greater than 10 and less than 1000, the learner will identify the inequality sign that indicates their order.	93.3	90.0	88.1	86.5	13	94.1	92.3	84.3	73.4
					14	94.1	92.3	84.3	70.3
					15	94.1	92.3	84.0	70.3
W10 Given the expanded numeral for a 3- or 4-digit whole number, the learner will identify the standard numeral for that number.	93.3	90.0	84.8	96.9	16	100.0	98.5	92.3	93.8
					17	100.0	98.5	86.5	89.1
					18	100.0	97.0	84.6	81.3
W26 Given an addition problem involving two 2-digit whole numbers with no regrouping, the learner will identify the sum.	98.4	100.0	100.0	87.9	19	100.0	98.5	100.0	96.9
					20	100.0	98.5	100.0	95.3
					21	100.0	98.5	100.0	98.4
W27 Given an addition problem involving three 2-digit whole numbers with no regrouping, the learner will identify the sum.	95.1	99.1	98.3	90.0	22	100.0	100.0	96.2	100.0
					23	100.0	100.0	96.2	100.0
					24	100.0	100.0	96.2	100.0

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
W28 Given an addition problem involving two 2-digit whole numbers with regrouping, the learner will identify the sum.	100.0	98.3	100.0	100.0	25	100.0	100.0	100.0	96.9
					26	100.0	100.0	100.0	95.3
					27	100.0	100.0	100.0	95.3
W29 Given an addition problem involving three 2-digit whole numbers with regrouping, the learner will identify the sum.	98.4	91.3	96.6	97.0	28	100.0	100.0	92.3	93.8
					29	100.0	100.0	90.4	93.8
					30	100.0	97.0	90.4	90.6
W30 Given an addition problem involving two 3-digit whole numbers with regrouping, the learner will identify the sum.	100.0	94.1	98.3	96.2	31	100.0	100.0	98.1	92.2
					32	100.0	100.0	94.2	95.3
					33	100.0	98.5	98.1	95.3
W34 Given a subtraction problem involving two 2-digit whole numbers with no regrouping, the learner will identify the difference.	98.4	100.0	100.0	87.3	34	100.0	100.0	100.0	98.5
					35	100.0	100.0	100.0	98.4
					36	100.0	100.0	100.0	98.4
W35 Given a subtraction problem involving a 2-digit whole number and a 1- or 2-digit whole number with regrouping, the learner will identify the difference.	100.0	96.6	100.0	97.8	37	100.0	100.0	100.0	98.4
					38	100.0	98.5	100.0	96.9
					39	100.0	100.0	100.0	98.4
W36 Given a subtraction problem involving a 3-digit whole number and a 2-digit whole number with regrouping, the learner will identify the difference.	96.7	92.4	98.3	97.2	40	100.0	100.0	94.2	85.9
					41	100.0	100.0	88.5	68.8
					42	100.0	100.0	92.3	90.5
W39 Given a multiplication problem involving two 1-digit whole numbers, the learner will identify the product.	96.7	94.9	98.3	99.0	43	100.0	98.5	86.5	84.4
					44	100.0	98.5	86.5	84.4
					45	100.0	100.0	92.3	95.2
W40 Given a multiplication problem involving a 2-digit whole number and a 1-digit whole number with no regrouping, the learner will identify the product.	95.1	90.0	96.6	98.1	46	100.0	100.0	92.3	84.4
					47	100.0	100.0	92.3	81.3
					48	100.0	100.0	90.4	76.9
W41 Given a multiplication problem involving a 2-digit whole number and a 1-digit whole number with regrouping, the learner will identify the product.	91.8	80.9	88.1	95.0	49	100.0	98.5	86.5	75.4
					50	100.0	100.0	86.5	70.8
					51	100.0	98.5	86.5	72.3
W47 Given a division problem involving whole numbers with a 1-digit divisor, a 1-digit quotient, and no remainder, the learner will identify the quotient.	90.2	85.2	93.2	94.2	52	98.1	100.0	96.2	85.9
					53	98.1	98.5	88.5	75.4
					54	98.1	98.5	86.5	73.9

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
W57 Given a number line on which an addition problem involving whole numbers is illustrated, the learner will identify the addition problem.	81.4	90.0	61.0	83.1	55	98.1	100.0	76.9	89.2
					56	98.1	100.0	76.9	87.7
					57	98.1	100.0	73.1	87.7
W58 Given a number line on which a subtraction problem involving whole numbers is illustrated, the learner will identify the subtraction problem.	83.1	87.2	59.7	80.0	58	98.1	98.5	68.6	73.9
					59	98.1	98.5	68.6	73.9
					60	98.1	98.5	66.7	73.9
W59 Given a number line on which a multiplication problem involving whole numbers is illustrated, the learner will identify the multiplication problem.	78.0	70.0	52.6	84.6	61	96.1	100.0	58.0	59.0
					62	96.2	100.0	55.9	61.5
					63	96.2	100.0	56.9	61.5
W74 Given an open addition sentence involving whole numbers with two 1-digit addends, the learner will identify the missing addend.	95.1	98.3	83.1	84.1	64	100.0	100.0	90.4	93.9
					65	100.0	100.0	90.4	93.9
					66	100.0	100.0	88.5	93.9
W76 Given an open subtraction sentence involving whole numbers with 1-digit addends, the learner will identify the missing sum.	93.3	96.6	80.0	83.1	67	100.0	100.0	90.4	96.9
					68	100.0	100.0	90.4	96.9
					69	100.0	100.0	88.5	96.9
W61 Given an addition problem with a whole number and 0 as addends, or a multiplication problem with a whole number and either 0 or 1 as factors, the learner will identify the sum of product.	94.9	95.7	91.7	98.9	70	100.0	98.5	100.0	100.0
					71	100.0	98.5	95.1	98.5
					72	100.0	98.5	100.0	98.5
F1 Given a picture of a region divided into two, four, or five congruent parts with one or more parts shaded, the learner will identify the fraction that indicates the shaded portion.	91.8	80.0	90.0	90.0	73	100.0	100.0	98.0	87.7
					74	100.0	100.0	94.1	83.1
					75	100.0	100.0	92.2	81.5
W68 Given a one-step word problem that can be solved by addition or subtraction of whole numbers, the learner will identify the addition or subtraction sentence that is used to solve the problem.	93.3	90.0	88.3	89.2	76	100.0	100.0	76.9	83.6
					77	100.0	100.0	76.9	84.4
					78	100.0	97.0	76.9	81.3
W69 Given a one-step word problem that can be solved by addition or subtraction of whole numbers, the learner will identify the solution to the problem.	95.1	94.9	95.0	92.7	79	100.0	98.5	84.6	76.6
					80	100.0	100.0	88.5	92.2
					81	100.0	100.0	86.5	92.2
M27 Given a certain number of quarters, dimes, nickels, and pennies whose total value is less than one dollar, the learner will identify the total amount.	96.7	94.9	98.3	90.1	82	98.1	100.0	94.2	95.4
					83	96.2	98.5	92.3	92.3
					84	96.2	98.5	92.3	92.3

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
M28 Given a word problem involving the prices of two or three items expressed in dollars and cents, the learner will identify the total price.	93.4	88.0	93.3	92.2	85	98.[illegible]	97.0	84.6	85.9
					86	98.1	98.5	84.6	85.9
					37	98.1	98.5	80.8	81.3
M32 Given a picture of a clock and a list of times expressed with colons, the learner will identify the time shown.	86.9	78.6	87.9	91.3	88	100.0	100.0	94.2	86.2
					89	98.1	97.0	88.5	72.3
					90	98.1	98.5	71.2	52.3
M1 Given a picture of an object aligned with a ruler having nonstandard units, the learner will identify the length of the object.	90.2	86.0	88.1	84.8	91	96.2	100.0	90.4	93.9
					92	96.2	100.0	90.4	93.9
					93	96.2	100.0	90.4	93.9
M2 Given a picture of an object aligned with a centimetre ruler, the learner will identify the length of the object.	86.9	70.7	91.4	74.4	94	100.0	95.5	94.2	86.2
					95	100.0	95.5	94.2	84.6
					96	100.0	96.9	94.2	86.2
G1 Given pictures of four geometric figures, the learner will identify the curve, closed curve, or simple closed curve as specified.	76.7	59.3	55.2	80.9	97	98.1	95.5	78.9	81.3
					98	98.1	98.5	69.2	59.4
					99	98.1	92.4	67.3	43.8
G7 Given pictures of four quadrilaterals, the learner will identify the square, rectangle, or parallelogram as specified.	78.7	72.4	78.0	84.9	100	100.0	100.0	94.2	95.2
					101	100.0	100.0	92.3	92.1
					102	100.0	85.9	55.8	42.2
G11 Given a picture of a 2-dimensional figure and pictures of four 2-dimensional figures, the learner will identify the one of the four that has the same size and shape as the first figure.	88.5	70.2	80.0	79.0	103	98.0	98.4	92.2	90.3
					104	98.0	100.0	92.2	93.6
					105	98.0	93.8	86.3	68.9
G24 Given a picture of a rectangle or a triangle drawn on a grid, the learner will identify the area.	65.0	54.4	50.0	75.0	106	98.1	85.3	63.5	40.3
					107	96.0	83.6	42.0	24.2
					108	96.1	83.6	45.1	24.2

NOTE: S=Superintendents; T=Teachers

Objective Question One for Superintendents: Does the objective represent the curriculum?
Objective Question One for Teachers: Does the objective represent your instruction?
Objective Question Two for Superintendents: Do you think it is essential?
Objective Question Two for Teachers: Do you teach the objective?
Item Question One for Superintendents and Teachers: Is the item appropriate for the objective?
Item Question Two for Superintendents and Teachers: Is the item appropriate for students?

The percent of superintendent agreement is based on a sample size of 52 (for both objective and item eval.). The percent of teacher agreement is based on a sample size of 66 (item evaluation) and 117 (objective evaluation).

TABLE 9

PERCENT OF AGREEMENT AMONG SUPERINTENDENTS AND TEACHERS FOR SELECTED QUESTIONS FROM THE CONTENT VALIDATION OF THE SRA TEST FOR GRADE 6, MATH, FORM X

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
W19 Given a 4-digit whole number, the learner will identify the approximation of the number to the nearest thousand, hundred, or ten.	100.0	91.9	89.3	88.6	1	100.0	100.0	94.4	96.0
					2	100.0	100.0	98.2	96.3
					3	100.0	100.0	94.6	96.3
W32 Given an addition problem involving three whole numbers greater than 100 and less than 10,000, the learner will identify the sum.	100.0	100.0	100.0	87.1	4	100.0	100.0	100.0	100.0
					5	100.0	100.0	100.0	100.0
					6	100.0	100.0	100.0	100.0
W37 Given a subtraction problem involving a 3-, 4-, or 5-digit whole number and a 3-digit whole number, the learner will identify the difference.	100.0	100.0	100.0	87.9	7	100.0	100.0	100.0	100.0
					8	100.0	100.0	100.0	100.0
					9	100.0	100.0	100.0	100.0
W66 Given a multiplication problem with two whole-number factors less than 1,000, the learner will identify the appropriate factors for estimating the product.	95.0	80.3	76.8	81.6	10	98.3	100.0	83.6	80.8
					11	98.3	100.0	83.6	77.8
					12	98.3	100.0	83.6	76.9
W42 Given a multiplication problem involving a 3-digit whole number and 1-digit whole number, the learner will identify the product.	100.0	98.4	100.0	94.4	13	100.0	100.0	100.0	100.0
					14	100.0	100.0	100.0	100.0
					15	100.0	100.0	100.0	100.0
W44 Given a multiplication problem involving a 3-digit whole number and a 2-digit whole number, the learner will identify the product.	100.0	98.4	100.0	94.9	16	100.0	100.0	100.0	100.0
					17	100.0	100.0	100.0	100.0
					18	100.0	100.0	100.0	96.3
W45 Given a multiplication problem involving two 3-digit whole numbers, the learner will identify the product.	98.3	90.3	94.6	93.0	19	100.0	100.0	94.6	85.2
					20	100.0	100.0	92.7	88.5
					21	100.0	100.0	92.7	85.2
W52 Given a division problem that involves dividing a 3-digit whole number by a 1-digit whole number with a remainder, the learner will identify the quotient and remainder.	100.0	96.8	100.0	92.1	22	100.0	100.0	100.0	96.3
					23	100.0	100.0	100.0	96.3
					24	100.0	100.0	100.0	96.3

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
W55 Given a division problem that involves dividing a 3- or 4-digit whole number by a 2-digit whole number with a remainder, the learner will identify the quotient and remainder.	98.3	91.9	96.4	91.1	25	100.0	100.0	96.4	92.6
					26	100.0	100.0	96.4	92.6
					27	100.0	100.0	94.6	88.9
W75 Given an open addition sentence involving 2-digit whole numbers, the learner will identify the missing addend.	91.7	96.8	87.5	100.0	28	100.0	100.0	89.1	96.3
					29	100.0	100.0	89.1	96.3
					30	100.0	100.0	89.1	96.3
W81 Given an open division sentence involving whole numbers with a 1-digit divisor and a 2-digit quotient, the learner will identify the missing dividend.	83.3	88.7	80.7	94.4	31	100.0	100.0	78.2	92.6
					32	100.0	100.0	78.2	92.6
					33	100.0	100.0	78.2	92.6
W21 Given a 1-digit whole number, the learner will identify its square.	86.7	71.0	75.0	88.9	34	100.0	96.3	76.4	70.4
					35	100.0	96.3	78.2	70.4
					36	100.0	96.3	78.2	70.4
W88 Given four whole numbers, the learner will identify the one that is a multiple of a specified number.	90.0	87.1	86.2	91.1	37	100.0	96.3	87.3	76.9
					38	100.0	96.3	87.3	76.9
					39	100.0	96.3	87.3	73.1
W87 Given two 2-digit whole numbers, the learner will identify their greatest common factor.	93.3	79.0	83.9	88.6	40	100.0	96.5	83.6	66.7
					41	100.0	96.3	83.3	66.7
					42	100.0	96.3	83.3	66.7
F5 Given four fractions, the learner will identify the one that is equivalent to a specified fraction.	96.7	90.3	96.4	95.7	43	100.0	100.0	94.4	88.9
					44	100.0	100.0	92.6	88.9
					45	100.0	96.3	90.7	85.2
F25 Given an addition problem involving two factors with like denominators, the learner will identify the sum.	100.0	95.2	98.3	90.7	46	100.0	100.0	100.0	92.6
					47	100.0	100.0	100.0	92.6
					48	100.0	100.0	100.0	92.6
F27 Given an addition problem involving two fractions with unlike denominators, the learner will identify the sum.	100.0	83.9	94.7	89.1	49	100.0	100.0	94.3	85.2
					50	100.0	100.0	94.3	85.2
					51	100.0	100.0	94.3	85.2
F28 Given an addition problem involving two mixed numbers and no regrouping, the learner will identify the sum.	100.0	82.3	94.6	91.5	52	96.4	100.0	86.8	88.9
					53	96.4	100.0	86.8	88.9
					54	96.4	100.0	86.8	88.9

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
F31 Given a subtraction problem involving two fractions with unlike denominators, the learner will identify the difference.	100.0	83.9	94.8	89.6	55	100.0	100.0	92.5	85.2
					56	100.0	100.0	92.5	85.2
					57	100.0	100.0	92.5	85.2
F33 Given a subtraction problem involving two mixed numbers with regrouping, the learner will identify the difference.	96.7	80.7	89.5	91.7	58	100.0	100.0	81.5	74.1
					59	100.0	100.0	81.5	74.1
					60	100.0	100.0	81.5	76.9
F35 Given a multiplication problem involving two fractions, the learner will identify the product.	98.3	90.2	96.5	93.6	61	100.0	100.0	100.0	88.0
					62	100.0	100.0	100.0	88.9
					63	100.0	100.0	100.0	88.9
F39 Given a division problem involving fractions, the learner will identify the quotient.	98.3	85.3	91.1	90.0	64	100.0	100.0	90.9	85.2
					65	100.0	100.0	90.9	81.5
					66	100.0	96.3	90.9	77.8
F13 Given a 3-place decimal, the learner will identify the place value of a specified digit.	98.3	86.7	100.0	95.9	67	100.0	100.0	92.7	88.9
					68	100.0	100.0	92.7	92.6
					69	100.0	100.0	92.7	92.6
F19 Given a terminating decimal, the learner will identify the fraction that is equivalent to the decimal.	90.0	75.0	82.8	89.8	70	100.0	100.0	89.1	81.5
					71	100.0	100.0	87.3	81.5
					72	100.0	96.3	85.5	80.8
F12 Given a 1-place decimal, the learner will identify the point associated with it on a number line.	80.0	52.5	68.5	70.6	73	96.4	96.3	72.7	48.2
					74	96.4	96.3	72.7	48.2
					75	96.4	96.3	72.7	48.2
F15 Given two decimals, each with 1, 2, or 3 places, the learner will identify the inequality sign that indicates their order.	89.8	61.3	76.4	82.9	76	98.2	96.3	72.2	61.5
					77	98.2	96.3	72.2	61.5
					78	98.2	96.3	75.9	61.5
F41 Given an addition problem presented in vertical form involving two decimals, each with 1, 2, or 3 places, the learner will identify the sum.	98.3	87.1	100.0	93.8	79	100.0	96.3	98.2	85.2
					80	100.0	100.0	100.0	88.9
					81	100.0	100.0	100.0	88.9
F43 Given a subtraction problem presented in vertical form that involves subtracting a 1-, 2-, or 3-place decimal from a 2- or 3-place decimal, the learner will identify the difference.	96.7	85.5	98.2	94.0	82	100.0	100.0	96.4	85.2
					83	100.0	100.0	98.2	88.9
					84	98.2	100.0	87.3	81.5

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
F45 Given a multiplication problem involving a 1-, 2-, or 3-place decimal and a whole number, the learner will identify the product.	96.7	78.7	96.4	90.0	85	100.0	96.3	98.2	77.8
					86	100.0	96.3	98.2	77.8
					87	100.0	96.3	98.2	77.8
F46 Given a multiplication problem involving two decimals, the learner will identify the product.	96.7	76.6	96.4	87.8	88	100.0	100.0	89.1	81.5
					89	100.0	100.0	89.1	81.5
					90	100.0	96.3	89.1	77.8
F56 Given a one-step word problem involving fractions that can be solved by addition or subtraction, the learner will identify the solution to the problem.	96.7	74.2	89.3	87.8	91	100.0	100.0	90.9	59.3
					92	98.2	100.0	81.8	59.3
					93	98.2	100.0	76.4	51.9
F57 Given a one-step word problem involving fractions that can be solved by multiplication or division, the learner will identify the solution to the problem.	93.2	69.4	85.5	86.4	94	100.0	100.0	74.6	55.6
					95	100.0	100.0	76.4	55.6
					96	100.0	96.3	76.4	48.2
SF6 Given a function table with one output missing, the learner will identify the missing output.	78.0	65.6	61.8	86.1	97	98.2	96.3	70.9	48.2
					98	98.2	96.3	69.1	48.2
					99	98.2	88.9	63.6	40.7
M9 Given a measurement expressed in millimetres, metres, or kilometres, the learner will identify the number of another of these units equivalent to the given measurement.	76.7	41.0	83.3	71.0	100	100.0	100.0	65.5	37.0
					101	98.2	100.0	61.8	37.0
					102	98.2	100.0	61.8	37.0
M14 Given a measurement expressed in cups, pints, quarts, or gallons, the learner will identify the number of another of these units equivalent to the given measurement.	95.0	70.7	85.5	79.4	103	100.0	100.0	87.0	66.7
					104	100.0	100.0	89.1	66.7
					105	100.0	100.0	85.5	66.7
M22 Given an addition problem involving two measurements expressed in yards and inches or in feet and inches and requiring regrouping, the learner will identify the sum.	90.0	65.0	78.2	81.1	106	100.0	100.0	79.6	59.3
					107	100.0	100.0	79.6	59.3
					108	100.0	100.0	79.6	59.3
G4 Given pictures of four angles, the learner will identify the angle that is acute, right, or obtuse as specified.	80.0	55.0	64.8	78.6	109	100.0	85.2	72.2	44.4
					110	100.0	85.2	72.2	44.4
					111	100.0	88.9	85.2	55.6
M5 Given a picture of an angle and a protractor with neither side of the angle passing through the 0^o-point of the protractor, the learner will identify the degree measure of the angle.	73.3	60.0	64.2	79.6	112	98.2	85.2	70.4	48.2
					113	98.2	85.2	70.4	48.2
					114	98.2	85.2	70.4	48.2

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
G12 Given a picture of a 2-dimensional figure and four other pictures of 2-dimensional figures, the learner will identify the one of the four that is congruent to the first figure.	86.7	65.0	76.8	82.9	115	100.0	92.6	88.9	51.9
					116	100.0	92.6	88.9	51.9
					117	100.0	92.6	88.9	51.9
G26 Given a picture of a rectangle with the lengths of the sides indicated, the learner will identify the area of the rectangle.	90.0	74.6	82.1	87.2	118	100.0	88.9	85.2	59.3
					119	100.0	88.9	85.2	59.3
					120	100.0	92.6	85.2	63.0

NOTE: S=Superintendents; T=Teachers
Objective Question One for Superintendents: Does the objective represent the curriculum?
Objective Question One for Teachers: Does the objective represent your instruction?
Objective Question Two for Superintendents: Do you think it is essential?
Objective Question Two for Teachers: Do you teach the objective?
Item Question One for Superintendents and Teachers: Is the item appropriate for the objective?
Item Question Two for Superintendents and Teachers: Is the item appropriate for students?

The percent of superintendent agreement is based on a sample size of 56 (for both objective and item evaluations).
The percent of teacher agreement is based on a sample size of 27 (item evaluation) and 60 (objective evaluation).

TABLE 10

PERCENT OF AGREEMENT AMONG SUPERINTENDENTS AND TEACHERS FOR SELECTED QUESTIONS FROM THE CONTENT VALIDATION OF THE SRA TEST FOR GRADE 6, MATH, FORM Y

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
W19 Given a 4-digit whole number, the learner will identify the approximation of the number to the nearest thousand, hundred, or ten.	100.0	91.9	89.3	88.6	1	100.0	100.0	95.5	90.9
					2	100.0	100.0	100.0	90.9
					3	100.0	100.0	97.7	87.9
W32 Given an addition problem involving three whole numbers greater than 100 and less than 10,000, the learner will identify the sum.	100.0	100.0	100.0	87.1	4	100.0	100.0	100.0	97.0
					5	100.0	100.0	100.0	93.9
					6	100.0	100.0	100.0	97.0
W37 Given a subtraction problem involving a 3-, 4-, or 5-digit whole number and a 3-digit whole number, the learner will identify the difference.	100.0	100.0	100.0	87.9	7	100.0	100.0	100.0	100.0
					8	100.0	100.0	100.0	100.0
					9	100.0	100.0	97.7	97.0
W66 Given a multiplication problem with two whole-number factors less than 1,000, the learner will identify the appropriate factors for estimating the product.	95.0	80.3	76.8	81.6	10	97.8	100.0	84.1	81.8
					11	97.8	97.0	79.6	78.8
					12	97.8	97.0	81.8	78.8
W42 Given a multiplication problem involving a 3-digit whole number and 1-digit whole number, the learner will identify the product.	100.0	98.4	100.0	94.4	13	100.0	100.0	100.0	100.0
					14	100.0	100.0	100.0	100.0
					15	100.0	100.0	100.0	100.0
W44 Given a multiplication problem involving a 3-digit whole number and a 2-digit whole number, the learner will identify the product.	100.0	98.4	100.0	94.9	16	100.0	100.0	100.0	97.0
					17	100.0	100.0	100.0	97.0
					18	100.0	100.0	100.0	97.0
W45 Given a multiplication problem involving two 3-digit whole numbers, the learner will identify the product.	98.3	90.3	94.6	93.0	19	100.0	97.0	95.5	81.8
					20	100.0	97.0	95.5	81.8
					21	100.0	97.0	95.5	81.8
W52 Given a division problem that involves dividing a 3-digit whole number by a 1-digit whole number with a remainder, the learner will identify the quotient and remainder.	100.0	96.8	100.0	92.1	22	100.0	100.0	100.0	97.0
					23	100.0	100.0	100.0	97.0
					24	100.0	100.0	100.0	97.0

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
W55 Given a division problem that involves dividing a 3- or 4-digit whole number by a 2-digit whole number with a remainder, the learner will identify the quotient and remainder.	98.3	91.9	96.4	91.1	25	100.0	100.0	95.5	87.9
					26	100.0	100.0	95.5	87.9
					27	100.0	100.0	95.5	87.9
W75 Given an open addition sentence involving 2-digit whole numbers, the learner will identify the missing addend.	91.7	96.8	87.5	100.0	28	100.0	100.0	90.9	93.9
					29	100.0	100.0	90.9	93.9
					30	100.0	100.0	90.9	93.9
W81 Given an open division sentence involving whole numbers with a 1-digit divisor and a 2-digit quotient, the learner will identify the missing dividend.	83.3	88.7	80.7	94.4	31	100.0	100.0	79.6	90.6
					32	100.0	100.0	79.6	90.6
					33	100.0	100.0	79.6	78.8
W21 Given a 1-digit whole number, the learner will identify its square.	86.7	71.0	75.0	88.9	34	100.0	97.0	84.1	60.6
					35	100.0	97.0	86.4	60.6
					36	100.0	97.0	86.4	60.6
W88 Given four whole numbers, the learner will identify the one that is a multiple of a specified number.	90.0	87.1	86.2	91.1	37	100.0	97.0	88.6	81.8
					38	100.0	97.0	88.6	81.8
					39	100.0	97.0	86.4	84.9
W87 Given two 2-digit whole numbers, the learner will identify their greatest common factor.	93.3	79.0	83.9	88.6	40	100.0	97.0	88.9	72.7
					41	100.0	97.0	88.6	69.7
					42	100.0	97.0	88.6	61.6
F5 Given four fractions, the learner will identify the one that is equivalent to a specified fraction.	96.7	90.3	96.4	95.7	43	100.0	97.0	95.4	78.8
					44	100.0	97.0	95.4	87.9
					45	100.0	97.0	92.9	87.9
F25 Given an addition problem involving two factors with like denominators, the learner will identify the sum.	100.0	95.2	98.3	90.7	46	100.0	100.0	97.6	93.9
					47	100.0	100.0	97.7	93.9
					48	100.0	100.0	97.7	93.9
F27 Given an addition problem involving two fractions with unlike denominators, the learner will identify the sum.	100.0	83.9	94.7	89.1	49	100.0	97.0	95.2	87.9
					50	100.0	97.0	95.2	87.9
					51	100.0	97.0	95.2	87.9
F28 Given an addition problem involving two mixed numbers and no regrouping, the learner will identify the sum.	100.0	82.3	94.6	91.5	52	97.8	97.0	90.5	78.8
					53	97.8	97.0	90.5	78.8
					54	97.8	97.0	90.5	78.8

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
F31 Given a subtraction problem involving two fractions with unlike denominators, the learner will identify the difference.	100.0	83.9	94.8	89.6	55	100.0	97.0	95.2	81.8
					56	100.0	97.0	95.2	87.9
					57	100.0	97.0	95.2	87.9
F33 Given a subtraction problem involving two mixed numbers with regrouping, the learner will identify the difference.	96.7	80.7	89.5	91.7	58	100.0	97.0	86.1	84.9
					59	100.0	97.0	86.1	84.9
					60	100.0	97.0	86.1	84.9
F35 Given a multiplication problem involving two fractions, the learner will identify the product.	98.3	90.2	96.5	93.6	61	100.0	100.0	100.0	87.9
					62	100.0	100.0	100.0	87.9
					63	100.0	100.0	100.0	87.9
F39 Given a division problem involving fractions, the learner will identify the quotient.	98.3	85.3	91.1	90.0	64	100.0	97.0	90.0	81.8
					65	100.0	97.0	90.2	81.8
					66	100.0	97.0	90.2	81.8
F13 Given a 3-place decimal, the learner will identify the place value of a specified digit.	98.3	86.7	100.0	95.9	67	100.0	100.0	90.2	84.9
					68	100.0	100.0	92.7	84.9
					69	100.0	100.0	92.7	84.9
F19 Given a terminating decimal, the learner will identify the fraction that is equivalent to the decimal.	90.0	75.0	82.8	89.8	70	100.0	97.0	90.5	72.7
					71	100.0	97.0	90.5	72.7
					72	100.0	97.0	90.5	72.7
F12 Given a 1-place decimal, the learner will identify the point associated with it on a number line.	80.0	52.5	68.5	70.6	73	97.8	93.9	67.4	60.6
					74	97.8	93.9	67.4	60.6
					75	97.8	93.9	67.4	60.6
F15 Given two decimals, each with 1, 2, or 3 places, the learner will identify the inequality sign that indicates their order.	89.8	61.3	76.4	82.9	76	97.8	97.0	68.3	57.6
					77	97.8	97.0	70.7	57.6
					78	97.8	97.0	73.8	57.6
F41 Given an addition problem presented in vertical form involving two decimals, each with 1, 2, or 3 places, the learner will identify the sum.	98.3	87.1	100.0	93.8	79	100.0	100.0	97.6	87.9
					80	100.0	100.0	97.6	87.9
					81	100.0	100.0	97.6	87.9
F43 Given a subtraction problem presented in vertical form that involves subtracting a 1-, 2-, or 3-place decimal from a 2- or 3-place decimal, the learner will identify the difference.	96.7	85.5	98.2	94.0	82	100.0	97.0	95.2	81.8
					83	100.0	100.0	95.2	84.9
					84	100.0	97.0	88.1	78.8

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
F45 Given a multiplication problem involving a 1-, 2-, or 3-place decimal and a whole number, the learner will identify the product.	96.7	78.7	96.4	90.0	85	100.0	100.0	97.6	78.8
					86	100.0	100.0	97.6	78.1
					87	100.0	100.0	97.6	78.1
F46 Given a multiplication problem involving two decimals, the learner will identify the product.	96.7	76.6	96.4	87.8	88	100.0	97.0	85.7	71.9
					89	100.0	97.0	85.7	71.9
					90	100.0	97.0	85.7	68.8
F56 Given a one-step word problem involving fractions that can be solved by addition or subtraction, the learner will identify the solution to the problem.	96.7	74.2	89.3	87.8	91	97.8	97.0	90.5	71.9
					92	97.8	97.0	88.1	71.9
					93	97.8	97.0	81.0	71.9
F57 Given a one-step word problem involving fractions that can be solved by multiplication or division, the learner will identify the solution to the problem.	93.2	69.4	85.5	86.4	94	97.8	97.0	73.8	56.3
					95	97.8	97.0	71.4	59.4
					96	97.8	97.0	78.6	68.8
SF6 Given a function table with one output missing, the learner will identify the missing output.	78.0	65.6	61.8	86.1	97	97.8	97.0	67.4	56.3
					98	97.8	97.0	65.1	56.3
					99	97.8	97.0	60.5	50.0
M9 Given a measurement expressed in millimetres, metres, or kilometres, the learner will identify the number of another of these units equivalent to the given measurement.	76.7	41.0	83.3	71.0	100	97.8	84.9	64.3	46.9
					101	97.8	81.8	58.1	43.8
					102	97.8	84.9	61.9	43.8
M14 Given a measurement expressed in cups, pints, quarts, or gallons, the learner will identify the number of another of these units equivalent to the given measurement.	95.0	70.7	85.5	79.4	103	100.0	97.0	90.7	81.3
					104	100.0	97.0	95.4	81.3
					105	100.0	97.0	88.4	78.2
M22 Given an addition problem involving two measurements expressed in yards and inches or in feet and requiring regrouping, the learner will identify the sum.	90.0	65.0	78.2	81.1	106	100.0	97.0	81.4	71.9
					107	100.0	97.0	81.4	71.9
					108	100.0	97.0	81.4	71.9
G4 Given pictures of four angles, the learner will identify the angle that is acute, right, or obtuse as specified.	80.0	55.0	64.8	78.6	109	100.0	97.0	67.4	43.8
					110	100.0	97.0	67.4	43.8
					111	100.0	97.0	79.1	50.0
M5 Given a picture of an angle and a protractor with neither side of the angle passing through the 0°-point of the protractor, the learner will identify the degree measure of the angle.	73.3	60.0	64.2	79.6	112	95.4	93.9	60.5	42.4
					113	95.4	93.9	60.5	42.4
					114	95.4	93.9	62.8	42.4

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
G12 Given a picture of a 2-dimensional figure and four other pictures of 2-dimensional figures, the learner will identify the one of the four that is congruent to the first figure.	86.7	65.0	76.8	82.9	115	100.0	100.0	86.1	59.4
					116	100.0	100.0	86.1	59.4
					117	100.0	100.0	83.7	59.4
G26 Given a picture of a rectangle with the lengths of the sides indicated, the learner will identify the area of the rectangle.	90.0	74.6	82.1	87.2	118	97.7	100.0	83.7	60.6
					119	100.0	100.0	86.1	60.6
					120	97.7	100.0	83.7	59.4

NOTE: S=Superintendents; T=Teachers
Objective Question One for Superintendents: Does the objective represent the curriculum?
Objective Question One for Teachers: Does the objective represent your instruction?
Objective Question Two for Superintendents: Do you think it is essential?
Objective Question Two for Teachers: Do you teach the objective?
Item Question One for Superintendents and Teachers: Is the item appropriate for the objective?
Item Question Two for Superintendents and Teachers: Is the item appropriate for students?

The percent of superintendent agreement is based on a sample size of 46 (for both objective and item evaluations). The percent of teacher agreement is based on a sample size of 33 (item evaluation) and 60 (objective evaluation).

TABLE 11

PERCENT OF AGREEMENT AMONG SUPERINTENDENTS AND TEACHERS FOR SELECTED QUESTIONS FROM THE CONTENT VALIDATION OF THE SRA TEST FOR GRADE 8, MATH, FORM X

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
W32 Given an addition problem involving three whole numbers greater than 100 and less than 10,000, the learner will identify the sum.	100.0	87.1	100.0	77.8	1	100.0	100.0	100.0	100.0
					2	100.0	100.0	100.0	100.0
					3	98.3	100.0	100.0	100.0
W37 Given a subtraction problem involving a 3-, 4-, or 5-digit whole number and a 3-digit whole number, the learner will identify the difference.	100.0	93.6	100.0	77.8	4	100.0	100.0	100.0	100.0
					5	100.0	100.0	100.0	100.0
					6	100.0	100.0	98.2	93.8
W44 Given a multiplication problem involving a 3-digit whole number and a 2-digit whole number, the learner will identify the product.	100.0	93.6	100.0	79.0	7	100.0	100.0	100.0	93.8
					8	100.0	100.0	100.0	93.8
					9	100.0	100.0	100.0	93.8
W55 Given a division problem that involves dividing a 3- or 4-digit whole number by a 2-digit whole number with a remainder, the learner will identify the quotient and the remainder.	100.0	93.6	100.0	81.0	10	100.0	100.0	98.2	93.8
					11	100.0	100.0	100.0	93.8
					12	100.0	100.0	98.2	93.8
W23 Given a number expressed as a power with the base and the exponent both less than 6, the learner will identify the standard numeral for the number.	96.5	83.9	78.2	65.7	13	100.0	94.1	89.1	75.0
					14	98.3	94.1	89.1	75.0
					15	100.0	100.0	89.1	75.0
W24 Given a perfect square less than 145, the learner will identify its square root.	91.2	70.0	74.6	80.0	16	100.0	100.0	78.2	68.8
					17	100.0	100.0	80.0	68.6
					18	100.0	94.1	78.2	68.8
F29 Given an addition problem involving two mixed numbers with regrouping, the learner will identify the sum.	100.0	96.8	100.0	100.0	19	100.0	94.1	100.0	75.0
					20	100.0	100.0	100.0	81.3
					21	100.0	100.0	100.0	81.3
F33 Given a subtraction problem involving two mixed numbers with regrouping, the learner will identify the difference.	100.0	96.8	100.0	100.0	22	100.0	100.0	98.2	81.3
					23	100.0	100.0	96.4	81.3
					24	100.0	100.0	98.2	81.3

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
F35 Given a multiplication problem involving two fractions, the learner will identify the product.	100.0	100.0	100.0	96.2	25	100.0	100.0	100.0	93.8
					26	100.0	100.0	100.0	93.8
					27	100.0	100.0	100.0	93.8
F21 Given a decimal, the learner will identify the approximation of the decimal to the nearest tenth, hundredth, or thousandth.	98.3	83.9	91.1	91.3	28	98.3	100.0	94.6	87.5
					29	100.0	100.0	94.6	87.5
					30	100.0	100.0	92.7	87.5
F18 Given a fraction equivalent to a repeating decimal, the learner will identify the repeating decimal.	96.5	76.7	74.1	74.1	31	100.0	100.0	85.5	50.0
					32	100.0	100.0	83.6	50.0
					33	100.0	100.0	85.5	50.0
F42 Given an addition problem presented in horizontal form involving two decimals, each with 1, 2, or 3 places, the learner will identify the sum.	96.5	96.8	96.4	96.0	34	100.0	93.8	96.4	87.5
					35	100.0	93.8	94.6	87.5
					36	100.0	100.0	96.4	87.5
F44 Given a subtraction problem presented in horizontal form that involves subtracting a 1-, 2-, or 3-place decimal from a 2-, or 3-place decimal, the learner will identify the difference.	96.5	96.8	96.4	96.2	37	100.0	100.0	96.4	87.5
					38	100.0	100.0	94.6	87.5
					39	100.0	100.0	94.6	87.5
F46 Given a multiplication problem involving two decimals, the learner will identify the product.	100.0	96.8	100.0	96.0	40	100.0	100.0	98.2	87.5
					41	100.0	100.0	100.0	87.5
					42	100.0	100.0	100.0	87.5
F49 Given a division problem involving 1-, 2-, or 3-place decimals, the learner will identify the quotient when it is rounded to a given decimal place.	94.7	90.3	96.3	87.5	43	100.0	93.8	96.3	75.0
					44	100.0	93.8	96.3	75.0
					45	100.0	93.8	94.4	75.0
F22 Given a number greater than ten, the learner will identify the scientific notation for the number.	82.1	43.3	47.1	63.2	46	98.2	92.8	68.5	31.3
					47	98.2	93.8	68.5	31.3
					48	98.2	93.8	64.8	31.3
14 Given four different arrangements of five integers, the learner will identify the arrangement in which the integers are in order from least to greatest.	93.0	71.0	80.8	75.0	49	100.0	94.1	85.2	62.5
					50	100.0	94.2	85.2	62.5
					51	100.0	94.1	83.3	62.5
16 Given an expression involving one integer and two or more negative signs, the learner will identify the simplified form of the expression.	78.6	54.8	55.8	65.4	52	98.2	87.5	74.6	20.0
					53	96.4	87.5	52.7	12.5
					54	96.4	87.5	52.7	12.5

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
18 Given an addition problem involving two integers, the learner will identify the sum.	93.0	71.0	81.1	75.9	55	100.0	94.1	90.9	62.5
					56	100.0	94.1	90.9	62.5
					57	100.0	94.1	89.1	62.5
19 Given a subtraction problem involving two integers, the learner will identify the difference.	93.0	71.0	77.4	75.9	58	100.0	94.1	85.5	62.5
					59	100.0	94.1	85.5	62.5
					60	100.0	94.1	85.5	62.5
110 Given a multiplication problem involving two integers, the learner will identify the product.	93.0	71.0	75.5	75.9	61	100.0	94.1	87.1	60.0
					62	100.0	94.1	87.3	62.5
					63	100.0	94.1	87.3	62.5
112 Given a division problem involving two integers with no remainder, the learner will identify the quotient.	93.0	71.0	75.9	75.9	64	100.0	94.1	85.5	62.5
					65	100.0	94.1	85.5	62.5
					66	100.0	94.1	85.5	62.5
115 Given an expression involving integers with two or more operations and parentheses, the learner will identify the number to which the expression is equivalent.	75.4	54.8	55.8	71.4	67	100.0	93.8	76.4	50.0
					68	98.2	93.8	67.3	37.5
					69	94.6	81.3	56.4	25.0
F66 Given three numbers of a proportion, the learner will identify the missing number.	100.0	93.6	88.7	86.7	70	100.0	94.1	98.2	87.5
					71	100.0	94.1	98.2	87.5
					72	100.0	94.1	94.6	87.5
F67 Given a 1- or 2-place decimal, the learner will identify the percent that is equivalent to the decimal.	100.0	96.7	96.4	88.9	73	100.0	94.1	94.6	75.0
					74	100.0	94.1	92.7	75.0
					75	100.0	94.1	92.7	75.0
F75 Given a problem of the form "*a* is *b*% of □," "*c* is □% of *d*," or "□ is *e*% is *f*," where *a*, *b*, *c*, *d*, *e*, and *f* are whole numbers or decimals, the learner will identify the solution to the problem.	93.0	77.4	88.5	88.5	76	100.0	100.0	80.0	68.8
					77	100.0	94.1	74.6	56.3
					78	100.0	94.1	74.6	56.3
F61 Given a word problem involving the scale of a map, the learner will identify the solution to the problem.	81.8	48.4	73.6	55.6	79	98.2	94.1	78.2	62.5
					80	98.2	94.1	78.2	62.5
					81	98.2	94.1	72.7	56.3
F63 Given a word problem involving the percent of interest on savings or on a loan, the learner will identify the solution to the problem.	98.3	87.1	96.4	89.3	82	100.0	100.0	89.1	68.8
					83	100.0	100.0	89.1	68.8
					84	100.0	100.0	89.1	68.8

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
119 Given a word problem involving the use of integers, the learner will identify the solution to the problem.	91.2	74.2	77.4	81.5	85	100.0	100.0	92.6	68.8
					86	100.0	100.0	96.3	81.3
					87	100.0	100.0	96.3	81.3
M9 Given a measurement expressed in millimetres, centimetres, metres, or kilometres, the learner will identify the number of another of these units equivalent to the given measurement.	87.7	74.2	88.5	87.0	88	100.0	94.1	81.8	68.8
					89	100.0	94.1	80.0	75.0
					90	100.0	94.1	78.2	75.0
M18 Given a measurement expressed in ounces, pounds, or tons, the learner will identify the number of another of these units equivalent to the given measurement.	89.5	51.6	80.0	65.0	91	100.0	100.0	90.9	75.0
					92	100.0	100.0	90.9	75.0
					93	100.0	100.0	92.7	75.0
SF2 Given four finite sets represented in roster notation, the learner will identify the set that is equal or equivalent to a specified finite set.	93.0	74.2	60.4	82.6	94	98.2	94.1	81.8	68.8
					95	98.2	88.2	78.2	68.8
					96	98.2	88.2	78.2	68.8
SF13 Given a point on a Cartesian coordinate plane, the learner will identify the ordered pair of integers associated with the point.	89.5	67.7	59.3	76.0	97	100.0	94.1	85.5	50.0
					98	100.0	94.1	81.8	50.0
					99	100.0	94.1	80.0	50.0
SF7 Given a function table with one input missing, the learner will identify the missing input.	91.2	48.4	53.7	58.3	100	98.2	100.0	67.3	43.8
					101	98.2	100.0	63.6	43.8
					102	98.2	100.0	63.6	40.0
SF4 Given two finite sets represented in roster notation, the learner will identify their intersection.	93.0	77.4	62.3	70.8	103	96.4	94.1	74.6	68.8
					104	96.4	94.1	78.2	68.8
					105	96.4	94.1	76.4	68.8
SP12 Given an experiment consisting of tossing a coin or rolling a die, the learner will identify the probability of a specified event of the experiment.	83.9	25.8	47.1	33.3	106	98.2	100.0	65.5	18.7
					107	98.2	100.0	60.0	18.8
					108	98.2	100.0	61.8	18.8
G12 Given a picture of a 2-dimensional figure and four other pictures of 2-dimensional figures, the learner will identify the one of the four that is congruent to the first figure.	91.1	60.0	74.1	85.0	109	100.0	100.0	85.5	75.0
					110	100.0	100.0	85.5	75.0
					111	100.0	100.0	87.3	75.0
G23 Given a picture of a circle with the length of a radius or a diameter indicated, and given the formula $C = \pi \times d$, the learner will identify the circumference of the circle.	83.9	64.5	83.0	76.2	112	96.4	93.8	76.4	62.5
					113	96.4	93.8	72.7	62.5
					114	96.4	93.8	72.7	62.5

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
G32 Given a picture of a circle with the length of a radius or a diameter indicated, and given the formula $A = \pi \times r^2$, the learner will identify the area of the circle.	85.7	64.5	81.1	81.0	115	96.4	93.8	76.4	50.0
					116	96.4	93.8	76.4	50.0
					117	96.4	93.8	74.6	50.0
G35 Given a picture of a right circular cylinder, right rectangular prism, or right triangular prism, and given the proper volume formula, the learner will identify the volume.	83.9	43.3	63.5	47.1	118	98.2	93.8	67.3	37.5
					119	98.2	100.0	74.6	43.8
					120	98.2	100.0	67.3	43.8

NOTE: S=Superintendents; T=Teachers
Objective Question One for Superintendents: Does the objective represent the curriculum?
Objective Question One for Teachers: Does the objective represent your instruction?
Objective Question Two for Superintendents: Do you think it is essential?
Objective Question Two for Teachers: Do you teach the objective?
Item Question One for Superintendents and Teachers: Is the item appropriate for the objective?
Item Question Two for Superintendents and Teachers: Is the item appropriate for students?

The percent of superintendent agreement is based on a sample size of 57 (for both objective and item evaluations). The percent of teacher agreement is based on a sample size of 17 (item evaluation) and 30 (objective evaluation).

TABLE 12

PERCENT OF AGREEMENT AMONG SUPERINTENDENTS AND TEACHERS FOR SELECTED QUESTIONS FROM THE CONTENT VALIDATION OF THE SRA TEST FOR GRADE 8, MATH, FORM Y

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
W32 Given an addition problem involving three whole numbers greater than 100 and less than 10,000, the learner will identify the sum.	100.0	87.1	100.0	77.8	1	100.0	100.0	100.0	100.0
					2	100.0	100.0	97.7	100.0
					3	97.8	100.0	100.0	100.0
W37 Given a subtraction problem involving a 3-, 4-, or 5-digit whole number and a 3-digit whole number, the learner will identify the difference.	100.0	93.6	100.0	77.8	4	100.0	100.0	100.0	100.0
					5	100.0	100.0	100.0	100.0
					6	100.0	100.0	97.7	100.0
W44 Given a multiplication problem involving a 3-digit whole number and a 2-digit whole number, the learner will identify the product.	100.0	93.6	100.0	79.0	7	100.0	100.0	100.0	100.0
					8	100.0	100.0	100.0	100.0
					9	100.0	100.0	100.0	100.0
W55 Given a division problem that involves dividing a 3- or 4-digit whole number by a 2-digit whole number with a remainder, the learner will identify the quotient and the remainder.	100.0	93.6	100.0	81.0	10	100.0	100.0	100.0	100.0
					11	100.0	100.0	100.0	100.0
					12	100.0	100.0	100.0	100.0
W23 Given a number expressed as a power with the base and the exponent both less than 6, the learner will identify the standard numeral for the number.	96.5	83.9	78.2	65.7	13	100.0	100.0	92.9	84.6
					14	97.8	100.0	92.9	84.6
					15	100.0	100.0	92.9	84.6
W24 Given a perfect square less than 145, the learner will identify its square root.	91.2	70.0	74.6	80.0	16	100.0	100.0	81.0	84.6
					17	100.0	100.0	81.0	84.6
					18	100.0	100.0	78.6	84.6
F29 Given an addition problem involving two mixed numbers with regrouping, the learner will identify the sum.	100.0	96.8	100.0	100.0	19	100.0	100.0	100.0	92.3
					20	100.0	100.0	100.0	92.3
					21	100.0	100.0	97.7	92.3
F33 Given a subtraction problem involving two mixed numbers with regrouping, the learner will identify the differenc[illegible]	100.0	96.8	100.0	100.0	22	100.0	100.0	97.7	92.3
					23	100.0	100.0	95.4	92.3
					24	100.0	100.0	95.4	92.3

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
F35 Given a multiplication problem involving two fractions, the learner will identify the product.	100.0	100.0	100.0	96.2	25	100.0	100.0	100.0	100.0
					26	100.0	100.0	100.0	100.0
					27	100.0	100.0	97.7	100.0
F21 Given a decimal, the learner will identify the approximation of the decimal to the nearest tenth, hundredth, or thousandth.	98.3	83.9	91.1	91.3	28	97.8	100.0	95.1	92.3
					29	100.0	100.0	95.1	92.3
					30	100.0	100.0	95.1	92.3
F18 Given a fraction equivalent to a repeating decimal, the learner will identify the repeating decimal.	96.5	76.7	74.1	74.1	31	100.0	100.0	90.5	61.5
					32	100.0	100.0	88.1	61.5
					33	100.0	100.0	88.1	61.5
F42 Given an addition problem presented in horizontal form involving two decimals, each with 1, 2, or 3 places, the learner will identify the sum.	96.5	96.8	96.4	96.0	34	100.0	100.0	95.4	100.0
					35	100.0	100.0	93.0	100.0
					36	100.0	100.0	95.4	100.0
F44 Given a subtraction problem presented in horizontal form that involves subtracting a 1-, 2-, or 3-place decimal from a 2-, or 3-place decimal, the learner will identify the difference.	96.5	96.8	96.4	96.2	37	100.0	100.0	95.4	100.0
					38	100.0	100.0	93.0	100.0
					39	100.0	100.0	97.7	100.0
F46 Given a multiplication problem involving two decimals, the learner will identify the product.	100.0	96.8	100.0	96.0	40	100.0	100.0	97.7	100.0
					41	100.0	100.0	100.0	100.0
					42	100.0	100.0	100.0	100.0
F49 Given a division problem involving 1-, 2-, or 3-place decimals, the learner will identify the quotient when it is rounded to a given decimal place.	94.7	90.3	96.3	87.5	43	100.0	100.0	97.6	92.3
					44	100.0	100.0	97.6	92.3
					45	100.0	100.0	92.7	84.6
F22 Given a number greater than ten, the learner will identify the scientific notation for the number.	82.1	43.3	47.1	63.2	46	97.7	92.3	70.7	53.9
					47	97.7	92.3	68.3	53.9
					48	97.7	92.3	63.4	53.9
14 Given four different arrangements of five integers, the learner will identify the arrangement in which the integers are in order from least to greatest.	93.0	71.0	80.8	75.0	49	100.0	100.0	82.5	76.9
					50	100.0	100.0	82.5	76.9
					51	97.7	100.0	85.0	76.9
16 Given an expression involving one integer and two or more negative signs, the learner will identify the simplified form of the expression.	78.6	54.8	55.8	65.4	52	100.0	100.0	73.2	46.2
					53	97.7	100.0	50.0	53.9
					54	97.7	100.0	47.6	53.9

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
18 Given an addition problem involving two integers, the learner will identify the sum.	93.0	71.0	81.1	75.9	55	100.0	100.0	85.7	76.9
					56	100.0	100.0	88.1	76.9
					57	100.0	100.0	85.7	76.9
19 Given a subtraction problem involving two integers, the learner will identify the difference.	93.0	71.0	77.4	75.9	58	100.0	100.0	83.3	76.9
					59	100.0	100.0	83.3	76.9
					60	100.0	100.0	83.3	76.9
110 Given a multiplication problem involving two integers, the learner will identify the product.	93.0	71.0	75.5	75.9	61	100.0	100.0	85.0	75.0
					62	100.0	100.0	85.7	76.9
					63	100.0	100.0	85.7	76.9
112 Given a division problem involving two integers with no remainder, the learner will identify the quotient.	93.0	71.0	75.9	75.9	64	100.0	100.0	83.3	76.9
					65	100.0	100.0	83.3	76.9
					66	100.0	100.0	83.3	76.9
115 Given an expression involving integers with two or more operations and parentheses, the learner will identify the number to which the expression is equivalent.	75.4	54.8	55.8	71.4	67	100.0	100.0	71.4	53.9
					68	100.0	100.0	64.3	61.5
					69	95.5	100.0	54.8	53.9
F66 Given three numbers of a proportion, the learner will identify the missing number.	100.0	93.6	88.7	86.7	70	100.0	100.0	100.0	100.0
					71	100.0	100.0	100.0	100.0
					72	100.0	100.0	97.6	100.0
F67 Given a 1- or 2-place decimal, the learner will identify the percent that is equivalent to the decimal.	100.0	96.7	96.4	88.9	73	100.0	100.0	95.2	92.3
					74	100.0	100.0	95.2	92.3
					75	100.0	100.0	95.2	92.3
F75 Given a problem of the form "*a* is *b*% of ☐," "*c* is ☐% of *d*," or "☐ is *e*% is *f*," where *a*, *b*, *c*, *d*, *e*, and *f* are whole numbers or decimals, the learner will identify the solution to the problem.	93.0	77.4	88.5	88.5	76	100.0	100.0	90.5	84.6
					77	100.0	100.0	85.7	84.6
					78	100.0	100.0	85.7	76.9
F61 Given a word problem involving the scale of a map, the learner will identify the solution to the problem.	81.8	48.4	73.6	55.6	79	100.0	92.3	81.0	30.8
					80	100.0	92.3	76.2	30.8
					81	100.0	92.3	69.1	38.5
F63 Given a word problem involving the percent of interest on savings or on a loan, the learner will identify the solution to the problem.	98.3	87.1	96.4	89.3	82	100.0	100.0	90.5	76.9
					83	100.0	100.0	92.9	76.9
					84	100.0	100.0	92.9	76.9

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
119 Given a word problem involving the use of integers, the learner will identify the solution to the problem.	91.2	74.2	77.4	81.5	85	100.0	100.0	92.9	84.6
					86	100.0	100.0	92.9	84.6
					87	100.0	100.0	92.9	84.6
M9 Given a measurement expressed in millimetres, centimetres, metres, or kilometres, the learner will identify the number of another of these units equivalent to the given measurement.	87.7	74.2	88.5	87.0	88	100.0	100.0	83.3	69.2
					89	100.0	100.0	83.3	69.2
					90	100.0	100.0	83.3	69.2
M18 Given a measurement expressed in ounces, pounds, or tons, the learner will identify the number of another of these units equivalent to the given measurement.	89.5	51.6	80.0	65.0	91	100.0	84.6	92.9	53.9
					92	97.7	84.6	92.9	53.9
					93	100.0	94.6	90.5	53.9
SF2 Given four finite sets represented in roster notation, the learner will identify the set that is equal or equivalent to a specified finite set.	93.0	74.2	60.4	82.6	94	100.0	100.0	88.1	92.3
					95	100.0	100.0	85.7	92.3
					96	100.0	100.0	85.7	92.3
SF13 Given a point on a Cartesian coordinate plane, the learner will identify the ordered pair of integers associated with the point.	89.5	67.7	59.3	76.0	97	100.0	100.0	90.5	69.2
					98	100.0	100.0	85.7	69.2
					99	100.0	100.0	86.1	69.2
SF7 Given a function table with one input missing, the learner will identify the missing input.	91.2	48.4	53.7	58.3	100	97.7	100.0	65.1	46.2
					101	97.7	100.0	65.1	46.2
					102	97.7	100.0	58.1	46.2
SF4 Given two finite sets represented in roster notation, the learner will identify their intersection.	93.0	77.4	62.3	70.8	103	100.0	100.0	79.1	92.3
					104	100.0	100.0	81.4	92.3
					105	100.0	100.0	81.4	92.3
SP12 Given an experiment consisting of tossing a coin or rolling a die, the learner will identify the probability of a specified event of the experiment.	83.9	25.8	47.1	33.3	106	100.0	84.6	74.4	15.4
					107	100.0	84.6	65.1	15.4
					108	100.0	84.6	65.1	15.4
G12 Given a picture of a 2-dimensional figure and four other pictures of 2-dimensional figures, the learner will identify the one of the four that is congruent to the first figure.	91.1	60.0	74.1	85.0	109	100.0	100.0	97.7	69.2
					110	100.0	100.0	97.7	69.2
					111	100.0	100.0	97.7	69.2
G23 Given a picture of a circle with the length of a radius or a diameter indicated, and given the formula $C = \pi \times d$, the learner will identify the circumference of the circle.	83.9	64.5	83.0	76.2	112	97.7	100.0	79.1	38.5
					113	97.7	100.0	76.7	38.5
					114	97.7	100.0	74.4	38.5

Number And Statement Of Objective	Objective Questions				Item No.	Item Questions			
	One		Two			One		Two	
	S	T	S	T		S	T	S	T
G32 Given a picture of a circle with the length of a radius or a diameter indicated, and given the formula $A = \pi \times r^2$, the learner will identify the area of the circle.	85.7	64.5	81.1	81.0	115	97.7	100.0	81.4	38.5
					116	97.7	100.0	79.1	38.5
					117	97.7	100.0	79.1	38.5
G35 Given a picture of a right circular cylinder, right rectangular prism, or right triangular prism, and given the proper volume formula, the learner will identify the volume.	83.9	43.3	63.5	47.1	118	97.7	92.3	60.5	7.7
					119	100.0	92.3	69.8	8.3
					120	100.0	92.3	60.5	8.3

NOTE: S=Superintendents; T=Teachers
Objective Question One for Superintendents: Does the objective represent the curriculum?
Objective Question One for Teachers: Does the objective represent your instruction?
Objective Question Two for Superintendents: Do you think it is essential?
Objective Question Two for Teachers: Do you teach the objective?
Item Question One for Superintendents and Teachers: Is the item appropriate for the objective?
Item Question Two for Superintendents and Teachers: Is the item appropriate for students?

The percent of superintendent agreement is based on a sample size of 45 **(for both objective and item evaluations).**
The percent of teacher agreement is based on a sample size of 13 **(item evaluation) and 30 (objective evaluation).**

TABLE 16

PERCENT OF STUDENT ACHIEVEMENT FOR EACH ITEM, OR THE LEVEL OF ITEM DIFFICULTY, ON THE GRADE 3 READING TESTS

Item No.	Form L	Item No.	Form M	Objective No.
1	.70	1	.71	IB2
2	.68	2	.79	
3	.66	3	.77	
4	.56	4	.68	IB3
5	.66	5	.46	
6	.54	6	.30	
7	.74	7	.66	IB11
8	.40	8	.41	
9	.61	9	.73	
10	.58	10	.62	IB12
11	.53	11	.65	
12	.80	12	.68	
13	.75	13	.78	IB16
14	.81	14	.84	
15	.76	15	.87	
16	.75	16	.76	IB17
17	.56	17	.56	
18	.80	18	.86	
19	.77	19	.76	IB20
20	.68	20	.73	
21	.76	21	.84	
22	.66	22	.73	IB21
23	.49	23	.59	
24	.86	24	.84	
25	.81	25	.62	IB22
26	.80	26	.65	
27	.81	27	.70	
28	.85	28	.61	IB23
29	.75	29	.77	
30	.67	30	.67	
31	.74	31	.79	IB25
32	.54	32	.70	
33	.56	33	.52	
34	.69	34	.69	IB26
35	.57	35	.61	
36	.81	36	.73	
37	.54	37	.58	IB27
38	.69	38	.49	
39	.62	39	.43	
40	.52	40	.47	IB30
41	.59	41	.52	
42	.63	42	.42	
43	.86	43	.50	IB31
44	.73	44	.69	
45	.33	45	.59	
46	.55	46	.58	IB32
47	.52	47	.53	
48	.50	48	.56	

PERCENT OF STUDENT ACHIEVEMENT FOR EACH ITEM, OR THE LEVEL OF ITEM DIFFICULTY, ON THE GRADE 3 READING TESTS (CONTINUED)

Item No.	Form L	Item No.	Form M	Objective No.
49	.69	49	.49	IE1
50	.59	50	.92	
51	.73	51	.75	
52	.58	52	.64	IE4
53	.53	53	.92	
54	.70	54	.79	
55	.79	55	.80	IC37
56	.81	56	.84	
57	.83	57	.85	
58	.59	58	.85	IC3
59	.74	59	.87	
60	.70	60	.83	
61	.56	61	.43	IC16
62	.30	62	.32	
63	.46	63	.44	
64	.58	64	.38	IC18
65	.57	65	.62	
66	.55	66	.49	
67	.63	67	.73	ID1
68	.71	68	.44	
69	.67	69	.52	
70	.64	70	.76	ID2
71	.67	71	.35	
72	.61	72	.63	
73	.72	73	.76	ID4
74	.75	74	.70	
75	.69	75	.65	
76	.50	76	.63	ID7
77	.56	77	.66	
78	.48	78	.58	
79	.76	79	.78	ID8
80	.71	80	.65	
81	.76	81	.79	
82	.76	82	.84	IF1
83	.71	83	.77	
84	.73	84	.82	
85	.72	85	.66	IE13
95	.62	86	.56	
99	.43	87	.58	
96	.65	91	.63	IE10
87	.55	94	.48	
88	.68	97	.63	
89	.61	90	.32	IE25
97	.49	96	.48	
102	.64	100	.57	
90	.58	88	.44	IE8
93	.61	98	.57	
98	.55	101	.36	

PERCENT OF STUDENT ACHIEVEMENT FOR EACH ITEM, OR THE LEVEL OF ITEM DIFFICULTY, ON THE GRADE 3 READING TESTS (CONTINUED)

Item No.	Form L	Item No.	Form M	Objective No.
91	.60	89	.65	IE9
94	.59	92	.45	
100	.54	102	.51	
92	.63	93	.69	IE14
96	.61	95	.58	
101	.64	99	.69	

TABLE 17

PERCENT OF STUDENT ACHIEVEMENT FOR EACH ITEM, OR THE LEVEL OF ITEM DIFFICULTY, ON THE GRADE 6 READING TESTS

Item No.	Form L	Item No.	Form M	Objective No.
1	.89	1	.55	IC8
2	.62	2	.72	
3	.74	3	.93	
4	.91	4	.94	IC12
5	.70	5	.78	
6	.78	6	.88	
7	.66	7	.74	IC27
8	.67	8	.50	
9	.18	9	.73	
10	.76	10	.60	IC28
11	.58	11	.62	
12	.33	12	.54	
13	.56	13	.68	IC31
14	.36	14	.74	
15	.38	15	.65	
16	.20	16	.58	IC32
17	.59	17	.50	
18	.62	18	.55	
19	.34	19	.36	IC39
20	.76	20	.53	
21	.60	21	.62	
22	.67	22	.52	ID1
23	.72	23	.36	
24	.79	24	.46	
25	.76	25	.65	ID2
26	.74	26	.56	
27	.72	27	.62	
28	.74	28	.54	ID3
29	.72	29	.43	
30	.66	30	.67	
31	.80	31	.77	ID4
32	.89	32	.65	
33	.89	33	.81	
34	.47	34	.67	ID7
35	.40	35	.68	
36	.55	36	.60	
37	.76	37	.88	ID8
38	.69	38	.82	
39	.79	39	.84	
40	.69	40	.87	ID9
41	.79	41	.86	
42	.73	42	.89	
43	.84	43	.79	ID10
44	.86	44	.81	
45	.49	45	.68	
49	.80	56	.58	IE7
59	.72	65	.50	
61	.71	73	.50	

PERCENT OF STUDENT ACHIEVEMENT FOR EACH ITEM, OR THE LEVEL OF ITEM DIFFICULTY, ON THE GRADE 6 READING TESTS (CONTINUED)

Item No.	Form L	Item No.	Form M	Objective No.
56	.79	66	.73	IE9
58	.78	68	.64	
70	.65	74	.76	
50	.83	57	.82	IE10
51	.79	58	.62	
52	.80	59	.59	
64	.47	46	.62	IE12
69	.42	60	.57	
74	.49	69	.43	
46	.74	55	.67	IE13
55	.76	64	.56	
57	.46	72	.49	
47	.72	53	.72	IE15
54	.78	67	.67	
60	.65	75	.68	
48	.63	47	.72	IE16
62	.47	49	.60	
75	.49	70	.49	
53	.75	48	.73	IE18
63	.64	54	.63	
65	.62	71	.54	
71	.59	50	.71	IE24
72	.58	51	.61	
73	.70	52	.49	
66	.43	61	.64	IE25
67	.53	62	.68	
68	.80	63	.60	
76	.67	76	.37	IF11
77	.76	77	.73	
78	.83	78	.86	
79	.71	79	.63	IF12
80	.65	80	.64	
81	.57	81	.57	
82	.62	82	.61	IF6
83	.62	83	.68	
84	.57	84	.52	
85	.58	85	.62	IF9
86	.43	86	.67	
87	.66	87	.61	
88	.40	88	.39	IF13
89	.68	89	.55	
90	.45	90	.45	
91	.53	91	.61	IF14
92	.53	92	.33	
93	.73	93	.81	
94	.48	94	.74	IF17
95	.73	95	.73	
96	.28	96	.75	

PERCENT OF STUDENT ACHIEVEMENT FOR EACH ITEM, OR THE LEVEL OF ITEM DIFFICULTY, ON THE GRADE 6 READING TESTS (CONTINUED)

Item No.	Form L	Item No.	Form M	Objective No.
97	.73	97	.66	IF24
98	.80	98	.69	
99	.53	99	.65	
100	.64	100	.61	IF21
101	.80	101	.73	
102	.67	102	.66	
103	.45	103	.59	IE17
104	.53	104	.58	
105	.52	105	.56	

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TABLE 18

PERCENT OF STUDENT ACHIEVEMENT FOR EACH ITEM, OR THE LEVEL OF ITEM DIFFICULTY, ON THE GRADE 8 READING TESTS

Item No.	Form L	Item No.	Form M	Objective No.
1	.73	1	.83	IC9
2	.83	2	.93	
3	.74	3	.73	
4	.52	4	.59	IC13
5	.85	5	.89	
6	.72	6	.75	
7	.77	7	.77	IC27
8	.74	8	.61	
9	.18	9	.82	
10	.85	10	.58	IC28
11	.68	11	.68	
12	.39	12	.64	
13	.73	13	.54 *	ID1
14	.55	14	.47 *	
15	.41	15	.28 *	
16	.23	16	.45	ID2
17	.45	17	.47 *	
18	.43	18	.43	
19	.50	19	.55 *	ID3
20	.48	20	.30 *	
21	.49	21	.30 *	
22	.30	22	.78	ID4
23	.90	23	.87	
24	.48	24	.81	
25	.61	25	.65	ID7
26	.78	26	.31	
27	.59	27	.66	
28	.66	28	.37 *	ID8
29	.52	29	.68	
30	.61	30	.54 *	
31	.91	31	.84	ID10
32	.93	32	.84	
33	.65	33	.73	
34	.92	34	.88	ID11
35	.91	35	.90	
36	.88	36	.57	
37	.86	37	.53	IE7
40	.56	46	.70	
57	.79	62	.71	
38	.76	38	.90	IE9
46	.78	47	.76	
63	.68	63	.66	
47	.80	48	.70	IE10
48	.76	49	.67	
49	.77	50	.75	
45	.71	41	.69	IE12
52	.48	52	.46	
68	.44	57	.66	

PERCENT OF STUDENT ACHIEVEMENT FOR EACH ITEM, OR THE LEVEL OF ITEM DIFFICULTY, ON THE GRADE 8 READING TESTS (CONTINUED)

Item No.	Form L	Item No.	Form M	Objective No.
39	.91	39	.77	IE15
51	.77	51	.75	
64	.77	64	.76	
41	.75	42	.65	IE16
53	.68	53	.55	
69	.59	58	.46	
42	.76	40	.39	IE18
50	.53	43	.66	
54	.69	54	.45	
43	.74	44	.34	IE19
55	.50	55	.41	
58	.68	68	.68	
44	.64	45	.67	IE20
56	.59	56	.38	
59	.25	69	.44	
65	.47	65	.69	IE23
66	.72	66	.61	
67	.68	67	.67	
60	.36	59	.67	IE24
61	.60	60	.54	
62	.51	61	.71	
70	.55	70	.67	IE25
71	.45	71	.71	
72	.63	72	.62	
73	.23	73	.63	IF5
74	.61	74	.59	
75	.81	75	.78	
76	.69	76	.67	IF9
77	.55	77	.72	
78	.69	78	.58	
79	.73	79	.77	IF14
80	.55	80	.43	
81	.84	81	.87	
82	.72	82	.71	IF26
83	.89	83	.87	
84	.91	84	.85	
85	.92	85	.85	IF19
86	.93	86	.87	
87	.47	87	.84	
88	.87	88	.88	IF25
89	.69	89	.87	
90	.90	90	.86	
91	.51	91	.49	IF27
92	.56	92	.47	
93	.48 *	93	.47	
94	.91	94	.82	IF20
95	.91	95	.84	
96	.54	96	.50	

PERCENT OF STUDENT ACHIEVEMENT FOR EACH ITEM, OR THE LEVEL OF ITEM DIFFICULTY, ON THE GRADE 8 READING TESTS (CONTINUED)

Item No.	Form L	Item No.	Form M	Objective No.
97	.60	97	.44	IF22
98	.74	98	.73	
99	.46	99	.33	
100	.77	100	.63	IE11
101	.63	101	.76	
102	.80	102	.75	
103	.55	103	.64	IE17
104	.65	104	.65	
105	.66	105	.66	

NOTE: An asterisk indicates that the item difficulty is .50 or below and 50% or more of the superintendents and teachers judged that item to be inappropriate for South Carolina students.

TABLE 19

PERCENT OF STUDENT ACHIEVEMENT FOR EACH ITEM, OR THE LEVEL OF ITEM DIFFICULTY, ON THE GRADE 3 MATH TESTS

Item No.	Form X	Item No.	Form Y	Objective No.
1	.83	1	.88	W1
2	.83	2	.79	
3	.86	3	.82	
4	.67	4	.63	W2
5	.74	5	.71	
6	.79	6	.77	
7	.75	7	.55	W84
8	.44	8	.53	
9	.51	9	.48	
10	.72	10	.69	W3
11	.50	11	.36	
12	.61	12	.74	
13	.70	13	.72	W5
14	.67	14	.65	
15	.70	15	.67	
16	.84	16	.87	W10
17	.73	17	.61	
18	.64	18	.75	
19	.89	19	.94	W26
20	.89	20	.92	
21	.85	21	.87	
22	.89	22	.92	W27
23	.87	23	.96	
24	.88	24	.91	
25	.61	25	.72	W28
26	.68	26	.66	
27	.62	27	.68	
28	.69	28	.70	W29
29	.47	29	.54	
30	.53	30	.59	
31	.57	31	.57	W30
32	.65	32	.63	
33	.62	33	.69	
34	.86	34	.88	W34
35	.87	35	.90	
36	.82	36	.87	
37	.50	37	.54	W35
38	.32	38	.36	
39	.42	39	.45	
40	.35	40	.37	W36
41	.22	41	.24	
42	.39	42	.42	
43	.71	43	.69	W39
44	.76	44	.75	
45	.69	45	.83	
46	.70	46	.72	W40
47	.60	47	.69	
48	.61	48	.59	

PERCENT OF STUDENT ACHIEVEMENT FOR EACH ITEM, OR THE LEVEL OF ITEM DIFFICULTY, ON THE GRADE 3 MATH TESTS (CONTINUED)

Item No.	Form X	Item No.	Form Y	Objective No.
49	.40	49	.48	W41
50	.40	50	.43	
51	.40	51	.44	
52	.75	52	.77	W47
53	.52	53	.53	
54	.44	54	.69	
55	.52	55	.66	W57
56	.71	56	.71	
57	.73	57	.74	
58	.50	58	.47	W58
59	.49	59	.46	
60	.53	60	.53	
61	.39	61	.53	W59
62	.58	62	.53	
63	.45	63	.42	
64	.81	64	.84	W74
65	.81	65	.84	
66	.79	66	.85	
67	.46	67	.64	W76
68	.62	68	.56	
69	.53	69	.58	
70	.74	70	.73	W61
71	.50	71	.52	
72	.71	72	.76	
73	.75	73	.76	F1
74	.45	74	.58	
75	.70	75	.75	
76	.50	76	.57	W68
77	.61	77	.62	
78	.36	78	.35	
79	.50	79	.54	W69
80	.73	80	.74	
81	.64	81	.70	
82	.63	82	.58	M27
83	.58	83	.59	
84	.56	84	.63	
85	.66	85	.66	M28
86	.48	86	.54	
87	.57	87	.42	
88	.57	88	.57	M32
89	.23	89	.45	
90	.55	90	.60	
91	.84	91	.83	M1
92	.87	92	.86	
93	.88	93	.86	
94	.84	94	.84	M2
95	.86	95	.86	
96	.87	96	.87	

PERCENT OF STUDENT ACHIEVEMENT FOR EACH ITEM, OR THE LEVEL OF ITEM DIFFICULTY, ON THE GRADE 3 MATH TESTS (CONTINUED)

Item No.	Form X	Item No.	Form Y	Objective No.
97	.73	97	.83	G1
98	.68	98	.70	
99	.38 *	99	.37 *	
100	.77	100	.70	G7
101	.66	101	.77	
102	.23	102	.23 *	
103	.62	103	.69	G11
104	.75	104	.76	
105	.49	105	.49	
106	.67	106	.75	G24
107	.53 *	107	.28 *	
108	.25 *	108	.26 *	

NOTE: An asterisk indicates that the item difficulty is .50 or below and 50% or more of the superintendents and teachers judged that item to be inappropriate for South Carolina students.

TABLE 20

PERCENT OF STUDENT ACHIEVEMENT FOR EACH ITEM, OR THE LEVEL OF ITEM DIFFICULTY, ON THE GRADE 6 MATH TESTS

Item No.	Form X	Item No.	Form Y	Objective No.
1	.55	1	.59	W19
2	.35	2	.45	
3	.31	3	.39	
4	.82	4	.86	W32
5	.88	5	.93	
6	.84	6	.91	
7	.61	7	.64	W37
8	.75	8	.80	
9	.61	9	.64	
10	.51	10	.55	W66
11	.57	11	.59	
12	.51	12	.56	
13	.79	13	.86	W42
14	.76	14	.76	
15	.79	15	.83	
16	.69	16	.70	W44
17	.80	17	.82	
18	.76	18	.76	
19	.67	19	.73	W45
20	.58	20	.60	
21	.62	21	.68	
22	.75	22	.76	W52
23	.75	23	.75	
24	.53	24	.63	
25	.59	25	.61	W55
26	.52	26	.61	
27	.49	27	.56	
28	.83	28	.83	W75
29	.77	29	.79	
30	.74	30	.81	
31	.25	31	.31	W81
32	.25	32	.29	
33	.25	33	.30	
34	.42	34	.52	W21
35	.37	35	.45	
36	.39	36	.47	
37	.83	37	.84	W88
38	.71	38	.71	
39	.46	39	.53	
40	.45	40	.45	W87
41	.44	41	.32	
42	.45	42	.49	
43	.56	43	.40	F5
44	.35	44	.39	
45	.40	45	.44	
46	.60	46	.62	F25
47	.68	47	.66	
48	.70	48	.66	

PERCENT OF STUDENT ACHIEVEMENT FOR EACH ITEM, OR THE LEVEL OF ITEM DIFFICULTY, ON THE GRADE 6 MATH TESTS (CONTINUED)

Item No.	Form X	Item No.	Form Y	Objective No.
49	.25	49	.25	F27
50	.30	50	.23	
51	.24	51	.25	
52	.33	52	.29	F28
53	.34	53	.26	
54	.31	54	.26	
55	.28	55	.24	F31
56	.32	56	.24	
57	.28	57	.25	
58	.21	58	.26	F33
59	.22	59	.23	
60	.25	60	.23	
61	.79	61	.83	F35
62	.79	62	.80	
63	.84	63	.81	
64	.35	64	.34	F39
65	.32	65	.39	
66	.31	66	.38	
67	.23	67	.29	F13
68	.29	68	.35	
69	.27	69	.43	
70	.33	70	.44	F19
71	.29	71	.43	
72	.39	72	.46	
73	.73	73	.65	F12
74	.63	74	.69	
75	.67	75	.71	
76	.35	76	.36	F15
77	.59	77	.59	
78	.58	78	.61	
79	.31	79	.42	F41
80	.68	80	.77	
81	.60	81	.72	
82	.76	82	.79	F43
83	.58	83	.56	
84	.59	84	.62	
85	.53	85	.66	F45
86	.43	86	.48	
87	.54	87	.57	
88	.27	88	.35	F46
89	.27	89	.39	
90	.31	90	.34	
91	.42	91	.45	F56
92	.50	92	.54	
93	.67	93	.30	
94	.11	94	.12	F57
95	.25	95	.30	
96	.25	96	.21	

PERCENT OF STUDENT ACHIEVEMENT FOR EACH ITEM, OR THE LEVEL OF ITEM DIFFICULTY, ON THE GRADE 6 MATH TESTS (CONTINUED)

Item No.	Form X	Item No.	Form Y	Objective No.
97	.49 *	97	.53	SF6
98	.48 *	98	.52	
99	.27 *	99	.30 *	
100	.39 *	100	.24 *	M9
101	.26 *	101	.23 *	
102	.19 *	102	.41 *	
103	.36	103	.34	M14
104	.50	104	.52	
105	.17	105	.29	
106	.28	106	.32	M22
107	.34	107	.39	
108	.28	108	.34	
109	.40 *	109	.35 *	G4
110	.34 *	110	.36 *	
111	.57	111	.49 *	
112	.28 *	112	.33 *	M5
113	.30 *	113	.37 *	
114	.30 *	114	.35 *	
115	.65	115	.72	G12
116	.70	116	.74	
117	.70	117	.59	
118	.33	118	.28	G26
119	.29	119	.26	
120	.30	120	.30	

NOTE: An asterisk indicates that the item difficulty is .50 or below **and** 50% or more of the superintendents and teachers judged that item to be inappropriate for South Carolina students.

TABLE 21

PERCENT OF STUDENT ACHIEVEMENT FOR EACH ITEM, OR THE LEVEL OF ITEM DIFFICULTY, ON THE GRADE 8 MATH TESTS

Item No.	Form X	Item No.	Form Y	Objective No.
1	.89	1	.90	W32
2	.95	2	.94	
3	.93	3	.92	
4	.76	4	.75	W37
5	.86	5	.85	
6	.78	6	.75	
7	.86	7	.84	W44
8	.93	8	.92	
9	.90	9	.88	
10	.79	10	.75	W55
11	.53	11	.58	
12	.67	12	.67	
13	.54	13	.58	W23
14	.51	14	.55	
15	.57	15	.54	
16	.83	16	.79	W24
17	.86	17	.78	
18	.82	18	.77	
19	.41	19	.46	F29
20	.42	20	.46	
21	.45	21	.43	
22	.36	22	.44	F33
23	.37	23	.43	
24	.43	24	.47	
25	.89	25	.90	F35
26	.91	26	.88	
27	.92	27	.90	
28	.70	28	.71	F21
29	.57	29	.61	
30	.40	30	.40	
31	.53	31	.60	F18
32	.41 *	32	.48	
33	.42 *	33	.36	
34	.31	34	.43	F42
35	.63	35	.67	
36	.66	36	.68	
37	.47	37	.54	F44
38	.62	38	.68	
39	.60	39	.66	
40	.62	40	.62	F46
41	.56	41	.60	
42	.53	42	.50	
43	.21	43	.24	F49
44	.55	44	.52	
45	.41	45	.45	
46	.17 *	46	.18	F22
47	.17 *	47	.19	
48	.19 *	48	.22	

PERCENT OF STUDENT ACHIEVEMENT FOR EACH ITEM, OR THE LEVEL OF ITEM DIFFICULTY, ON THE GRADE 8 MATH TESTS (CONTINUED)

Item No.	Form X	Item No.	Form Y	Objective No.
49	.38	49	.43	14
50	.41	50	.43	
51	.43	51	.46	
52	.40 *	52	.35 *	16
53	.47 *	53	.44	
54	.39 *	54	.35	
55	.71	55	.72	18
56	.42	56	.41	
57	.41	57	.38	
58	.36	58	.33	19
59	.29	59	.28	
60	.30	60	.36	
61	.45	61	.40	110
62	.68	62	.62	
63	.54	63	.53	
64	.58	64	.56	112
65	.47	65	.43	
66	.66	66	.61	
67	.69	67	.68	115
68	.37 *	68	.38	
69	.44 *	69	.41	
70	.72	70	.81	F66
71	.62	71	.65	
72	.27	72	.34	
73	.21	73	.26	F67
74	.42	74	.54	
75	.36	75	.44	
76	.19	76	.27	F75
77	.46	77	.41	
78	.34	78	.24	
79	.77	79	.76	F61
80	.72	80	.64	
81	.57	81	.49 *	
82	.48	82	.52	F63
83	.40	83	.41	
84	.49	84	.48	
85	.49	85	.55	119
86	.81	86	.78	
87	.61	87	.68	
88	.39	88	.29	M9
89	.35	89	.32	
90	.31	90	.35	
91	.38	91	.48	M18
92	.44	92	.32	
93	.48	93	.40	
94	.62	94	.66	SF2
95	.26	95	.38	
96	.25	96	.35	

PERCENT OF STUDENT ACHIEVEMENT FOR EACH ITEM, OR THE LEVEL OF ITEM DIFFICULTY, ON THE GRADE 8 MATH TESTS (CONTINUED)

Item No.	Form X	Item No.	Form Y	Objective No.
97	.40 *	97	.51	SF13
98	.44 *	98	.50	
99	.35 *	99	.54	
100	.66	100	.41 *	SF7
101	.46 *	101	.46 *	
102	.46 *	102	.53	
103	.50	103	.35	SF4
104	.50	104	.36	
105	.50	105	.37	
106	.59	106	.60	SP12
107	.38 *	107	.44 *	
108	.47 *	108	.44 *	
109	.68	109	.80	G12
110	.77	110	.82	
111	.79	111	.67	
112	.56	112	.52	G23
113	.35	113	.32 *	
114	.39	114	.40 *	
115	.26 *	115	.27 *	G32
116	.27 *	116	.26 *	
117	.21 *	117	.15 *	
118	.39 *	118	.36 *	G35
119	.59	119	.56	
120	.33 *	120	.37 *	

NOTE: An asterisk indicates that the item difficulty is .50 or below and 50% or more of the superintendents and teachers judged that item to be inappropriate for South Carolina students.

TABLE 22

PERCENT OF STUDENT ACHIEVEMENT FOR ITEMS CORRESPONDING TO THE OBJECTIVES ON THE READING TEST FOR GRADE 3, FORM L

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
IB2	1385	1, 2, 3	49.2	21.9	19.0	9.9
IB3	1386	4, 5, 6	31.5	26.5	27.1	14.9
IB11	1385	7, 8, 9	28.9	37.1	23.0	11.0
IB12	1386	10, 11, 12	36.4	34.8	22.4	6.3
IB16	1386	13, 14, 15	65.0	20.2	10.0	4.8
IB17	1385	16, 17, 18	44.0	31.5	17.2	7.3
IB20	1384	19, 20, 21	58.2	23.9	11.6	6.4
IB21	1385	22, 23, 24	38.4	36.2	19.2	6.1
IB22	1386	25, 26, 27	62.9	19.3	12.0	5.8
IB23	1386	28, 29, 30	56.9	21.8	14.5	6.8
IB25	1384	31, 32, 33	35.5	25.8	26.8	11.9
IB26	1384	34, 35, 36	44.5	30.6	19.0	5.9
IB27	1385	37, 38, 39	34.5	30.1	23.1	12.3
IB30	1386	40, 41, 42	30.9	29.7	27.9	11.5
IB31	1386	43, 44, 45	27.6	44.2	21.0	7.1
IB32	1386	46, 47, 48	24.5	28.1	28.5	18.9
IE1	1386	49, 50, 51	43.9	31.1	19.0	5.9
IE4	1386	52, 53, 54	28.9	39.2	25.6	6.1
IC37	1385	55, 56, 57	70.5	16.2	8.4	4.8
IC3	1381	58, 59, 60	45.7	30.1	16.3	8.0
* IC16	1381	61, 62, 63	17.5	25.9	24.8	31.8
IC18	1318	64, 65, 66	35.5	20.7	22.4	21.4
ID1	1377	67, 68, 69	51.9	16.4	17.9	13.8

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
ID2	1375	70, 71, 72	46.8	20.5	20.2	12.5
ID4	1379	73, 74, 75	57.5	19.5	13.6	9.4
ID7	1372	76, 77, 78	27.8	25.1	27.2	19.8
ID8	1373	79, 80, 81	63.3	17.0	10.6	9.0
IF1	1373	82, 83, 84	63.4	14.4	12.3	9.9
IE13	1377	85, 95, 99	30.6	32.0	23.1	14.4
IE10	1375	86, 87, 88	45.0	14.4	27.0	13.6
IE25	1375	89, 97, 102	33.5	27.2	23.1	16.1
IE8	1374	90, 93, 98	33.3	28.2	22.4	16.2
IE9	1374	91, 94, 100	31.0	27.7	25.2	16.1
IE14	1373	92, 96, 101	44.6	22.4	18.9	14.1

* An asterisk next to an objective number indicates that at least 51% of the students failed to answer at least two of the items testing that objective correctly.

TABLE 23

PERCENT OF STUDENT ACHIEVEMENT FOR ITEMS CORRESPONDING TO THE OBJECTIVES ON THE READING TEST FOR GRADE 3, FORM M

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
IB2	1540	1, 2, 3	53.2	26.4	14.4	6.1
* IB3	1540	4, 5, 6	18.1	26.0	37.2	18.7
IB11	1540	7, 8, 9	24.7	39.4	26.4	9.5
IB12	1540	10, 11, 12	34.5	34.4	22.4	8.7
IB16	1541	13, 14, 15	64.8	23.4	7.8	4.0
IB17	1538	16, 17, 18	44.5	33.9	15.9	5.7
IB20	1538	19, 20, 21	54.9	26.0	15.0	4.1
IB21	1541	22, 23, 24	44.1	33.3	16.4	6.2
IB22	1541	25, 26, 27	46.5	18.6	19.6	15.3
IB23	1541	28, 29, 30	45.6	25.2	17.5	11.7
IB25	1541	31, 32, 33	37.8	32.6	21.8	7.7
IB26	1539	34, 35, 36	41.9	26.8	22.1	9.2
* IB27	1539	37, 38, 39	21.1	27.0	32.5	19.4
* IB30	1538	40, 41, 42	16.8	28.1	32.6	22.4
IB31	1540	43, 44, 45	31.0	28.0	28.8	12.3
IB32	1540	46, 47, 48	29.2	26.8	25.2	18.9
IE1	1539	49, 50, 51	36.4	44.7	16.0	2.9
IE4	1540	52, 53, 54	50.6	35.5	11.0	2.9
IC37	1538	55, 56, 57	70.2	14.4	8.7	6.7
IC3	1538	58, 59, 60	72.0	15.0	6.6	6.4
* IC16	1536	61, 62, 63	18.7	20.9	19.9	40.5
* IC18	1537	64, 65, 66	25.3	23.9	23.7	27.0
ID1	1537	67, 68, 69	29.0	26.2	28.4	16.5

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
ID2	1540	70, 71, 72	24.5	39.4	21.1	15.0
ID4	1538	73, 74, 75	50.2	20.0	18.9	10.9
ID7	1534	76, 77, 78	37.3	26.1	21.4	15.2
ID8	1534	79, 80, 81	52.0	24.8	14.1	9.1
IF1	1535	82, 83, 84	69.3	11.1	9.7	9.8
IE13	1535	85, 86, 87	42.0	11.1	29.3	17.6
IE10	1536	91, 94, 97	33.1	24.0	24.7	18.1
* IE15	1538	90, 96, 100	12.2	31.9	34.4	21.5
* IE8	1537	88, 98, 101	17.6	24.9	32.7	24.9
IE9	1539	89, 92, 102	23.3	28.5	31.8	16.4
IE14	1535	93, 95, 99	44.8	20.3	19.7	15.2

* An asterisk next to an objective number indicates that at least 51% of the students failed to answer at least two of the items testing that objective correctly.

TABLE 24

PERCENT OF STUDENT ACHIEVEMENT FOR ITEMS CORRESPONDING TO THE OBJECTIVES ON THE READING TEST FOR GRADE 6, FORM L

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
IC8	1501	1, 2, 3	49.5	30.6	15.3	4.6
IC12	1501	4, 5, 6	60.6	22.0	13.4	4.0
IC27	1500	7, 8, 9	9.0	46.8	30.7	13.5
IC28	1500	10, 11, 12	19.4	41.7	25.3	13.7
* IC31	1500	13, 14, 15	15.0	23.8	36.5	24.7
* IC32	1501	16, 17, 18	9.8	38.6	34.4	17.1
IC39	1500	19, 20, 21	17.5	43.7	29.9	8.9
ID1	1499	22, 23, 24	52.4	22.2	16.1	9.2
ID2	1500	25, 26, 27	60.9	12.5	14.1	12.5
ID3	1500	28, 29, 30	50.3	20.6	19.8	9.3
ID4	1500	31, 32, 33	70.2	20.1	6.1	3.6
* ID7	1499	34, 35, 36	15.0	31.3	34.2	19.5
ID8	1501	37, 38, 39	54.9	21.8	14.9	8.4
ID9	1501	40, 41, 42	48.8	29.0	15.6	6.5
ID10	1501	43, 44, 45	42.0	40.8	11.4	5.8
IE7	1501	49, 59, 61	55.0	20.3	16.3	8.4
IE9	1501	56, 58, 70	53.6	22.9	14.5	9.1
IE10	1501	50, 51, 52	69.2	10.1	12.6	8.1
* IE12	1499	64, 69, 74	17.7	26.0	32.0	24.5
IE13	1501	46, 55, 57	34.6	34.9	20.8	9.7
IE15	1501	47, 54, 60	48.4	26.0	18.1	7.5
IE16	1501	48, 62, 75	21.6	32.2	29.0	17.3
IE18	1500	53, 63, 65	39.9	30.0	19.9	10.1

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
IE24	1497	71, 72, 73	33.5	32.3	21.6	12.6
IE25	1500	66, 67, 68	28.3	29.4	30.7	11.5
IF11	1495	76, 77, 78	53.8	25.8	12.4	8.1
IF12	1493	79, 80, 81	41.0	24.1	20.6	14.3
IF6	1488	82, 83, 84	39.5	19.6	22.7	18.2
IF9	1494	85, 86, 87	26.6	29.3	28.0	16.1
* IF13	1486	88, 89, 90	15.3	33.4	40.2	11.0
IF14	1488	91, 92, 93	27.0	36.0	25.5	11.6
* IF17	1483	94, 95, 96	12.6	36.9	36.9	13.6
IF24	1481	97, 98, 99	41.1	32.1	18.1	8.6
IF21	1479	100, 101, 102	41.6	27.3	19.7	11.4
* IE17	1480	103, 104, 105	28.0	19.9	24.9	27.2

* An asterisk next to an objective number indicates that at least 51% of the students failed to answer at least two of the items testing that objective correctly.

TABLE 25

PERCENT OF STUDENT ACHIEVEMENT FOR ITEMS CORRESPONDING TO THE OBJECTIVES ON THE READING TEST FOR GRADE 6, FORM M

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
IC8	1538	1, 2, 3	44.7	33.2	18.9	3.1
IC12	1537	4, 5, 6	72.9	16.1	8.3	2.7
IC27	1536	7, 8, 9	38.2	32.8	17.6	11.5
IC28	1535	10, 11, 12	28.5	31.5	27.1	12.9
IC31	1535	13, 14, 15	49.4	20.3	17.7	12.6
IC32	1536	16, 17, 18	27.4	26.4	27.7	18.6
IC39	1535	19, 20, 21	16.0	34.4	33.7	15.9
* ID1	1526	22, 23, 24	17.2	24.6	32.8	25.4
ID2	1534	25, 26, 27	43.5	16.9	18.7	20.9
ID3	1532	28, 29, 30	23.6	30.5	31.8	14.1
ID4	1536	31, 32, 33	54.9	22.4	13.2	9.5
ID7	1530	34, 35, 36	39.0	27.9	21.8	11.3
ID8	1537	37, 38, 39	71.8	15.2	7.6	5.5
ID9	1536	40, 41, 42	77.8	11.4	6.2	4.6
ID10	1537	43, 44, 45	55.0	23.4	15.4	6.1
IE7	1535	56, 65, 73	22.7	30.6	27.9	18.8
IE9	1535	66, 68, 74	47.8	25.7	17.1	9.4
IE10	1536	57, 58, 59	51.2	10.0	28.1	10.6
IE12	1536	46, 60, 69	26.3	27.0	28.3	18.4
IE13	1534	55, 64, 72	27.5	30.4	27.2	14.9
IE15	1536	53, 67, 75	43.6	28.5	18.9	9.1
IE16	1537	47, 49, 70	29.3	33.4	25.4	11.9
IE18	1537	48, 54, 71	36.3	28.4	24.2	11.1

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
IE24	1534	50, 51, 52	32.5	29.3	24.8	13.4
IE25	1535	61, 62, 63	42.0	21.2	21.8	15.0
IF11	1534	76, 77, 78	27.3	47.7	16.8	8.2
IF12	1534	79, 80, 81	37.7	23.8	22.9	15.6
IF6	1529	82, 83, 84	39.0	20.2	23.6	17.1
IF9	1528	85, 86, 87	36.1	30.2	21.1	12.6
* IF13	1531	88, 89, 90	11.2	30.7	44.0	14.1
IF14	1531	91, 92, 93	23.6	37.8	28.2	10.3
IF17	1532	94, 95, 96	52.3	24.2	15.2	8.3
IF24	1532	97, 98, 99	39.7	29.1	21.6	9.6
IF21	1530	100, 101, 102	41.3	27.8	19.9	10.9
IE17	1530	103, 104, 105	39.0	17.3	20.3	23.4

* An asterisk next to an objective number indicates that at least 51% of the students failed to answer at least two of the items testing that objective correctly.

TABLE 26

PERCENT OF STUDENT ACHIEVEMENT FOR ITEMS CORRESPONDING TO THE OBJECTIVES ON THE READING TEST FOR GRADE 8, FORM L

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
IC9	1423	1, 2, 3	56.0	23.9	13.8	6.3
IC13	1424	4, 5, 6	40.2	34.8	17.3	7.8
IC27	1424	7, 8, 9	11.8	53.5	26.7	8.0
IC28	1424	10, 11, 12	27.0	45.9	19.9	7.2
ID1	1424	13, 14, 15	24.4	32.8	28.9	13.8
* ID2	1419	16, 17, 18	7.4	24.4	38.8	29.5
* ID3	1417	19, 20, 21	20.9	24.3	35.2	19.6
ID4	1423	22, 23, 24	22.5	27.7	43.7	6.1
ID7	1422	25, 26, 27	39.5	29.2	20.4	11.0
ID8	1421	28, 29, 30	32.5	27.4	25.8	14.2
ID10	1424	31, 32, 33	60.0	31.3	6.2	2.5
ID11	1423	34, 35, 36	80.3	12.7	4.4	2.5
IE7	1423	37, 40, 57	42.8	38.0	15.3	3.9
IE9	1423	38, 46, 63	45.3	33.7	16.2	4.8
IE10	1419	47, 48, 49	67.9	6.5	16.2	9.4
IE12	1421	45, 52, 68	17.6	37.6	32.4	12.5
IE15	1423	39, 51, 64	61.9	21.7	13.4	3.0
IE16	1423	41, 53, 69	38.1	30.4	22.1	9.4
IE18	1422	42, 50, 54	34.7	35.2	22.5	7.6
IE19	1422	43, 55, 58	33.1	34.4	22.3	10.2
IE20	1422	44, 56, 59	9.9	41.8	33.0	15.3
IE23	1384	65, 66, 67	31.0	36.3	19.5	13.2
* IE24	1402	60, 61, 62	21.9	23.8	33.0	21.4

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
IE25	1366	70, 71, 72	24.7	26.4	35.3	13.7
IF5	1379	73, 74, 75	12.2	49.7	27.0	11.1
IF9	1372	76, 77, 78	38.4	26.7	23.3	11.6
IF14	1369	79, 80, 81	36.8	42.1	15.7	5.4
IF26	1363	82, 83, 84	65.0	24.2	7.3	3.5
IF19	1355	85, 86, 87	44.6	46.5	4.6	4.3
IF25	1351	88, 89, 90	61.4	26.5	8.4	3.7
IF27	1329	91, 92, 93	25.2	25.4	27.6	21.7
IF20	1334	94, 95, 96	49.9	38.9	7.8	3.4
IF22	1332	97, 98, 99	31.7	26.0	31.2	11.2
IE11	1324	100, 101, 102	50.8	25.4	14.9	9.0
IE17	1319	103, 104, 105	41.9	19.6	20.0	18.4

* An asterisk next to an objective number indicates that at least 51% of the students failed to answer at least two of the items testing that objective correctly.

TABLE 27

PERCENT OF STUDENT ACHIEVEMENT FOR ITEMS CORRESPONDING TO THE OBJECTIVES ON THE READING TEST FOR GRADE 8, FORM M

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
IC9	1448	1, 2, 3	63.8	23.6	10.2	2.5
IC13	1448	4, 5, 6	49.4	30.5	13.9	6.2
IC27	1448	7, 8, 9	48.4	29.8	15.1	6.8
IC28	1447	10, 11, 12	32.7	35.1	22.0	10.2
* ID1	1438	13, 14, 15	13.7	26.0	34.9	25.3
* ID2	1444	16, 17, 18	16.5	26.4	32.1	25.1
* ID3	1440	19, 20, 21	10.0	18.8	46.3	24.9
ID4	1446	22, 23, 24	64.5	20.3	11.1	4.2
ID7	1447	25, 26, 27	19.4	36.4	30.3	13.9
ID8	1448	28, 29, 30	20.4	32.4	30.3	16.9
ID10	1448	31, 32, 33	62.4	21.7	9.9	5.9
ID11	1446	34, 35, 36	50.6	36.7	8.3	4.4
IE7	1446	37, 46, 62	32.8	36.8	20.5	9.8
IE9	1447	38, 47, 63	54.7	26.2	14.5	4.6
IE10	1445	48, 49, 50	58.1	8.2	21.0	12.7
IE12	1446	41, 52, 57	29.8	32.1	25.6	12.5
IE15	1446	39, 51, 64	53.0	26.0	14.7	6.3
IE16	1446	42, 53, 58	26.6	27.9	28.5	17.0
* IE18	1446	40, 43, 54	16.3	32.0	36.9	14.9
* IE19	1447	44, 55, 68	14.9	29.2	36.6	19.3
* IE20	1446	45, 56, 69	17.4	30.2	34.8	17.6
IE23	1430	65, 66, 67	43.4	24.0	17.7	15.0
IE24	1436	59, 60, 61	37.6	29.4	19.4	13.6

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
IE25	1417	70, 71, 72	46.0	19.9	20.3	13.8
IF5	1415	73, 74, 75	40.2	29.1	20.1	10.6
IF9	1408	76, 77, 78	36.6	33.5	19.3	10.6
IF14	1403	79, 80, 81	34.5	42.5	16.8	6.3
IF26	1394	82, 83, 84	62.8	22.6	8.5	6.2
IF19	1387	85, 86, 87	73.6	12.5	8.4	5.5
IF25	1385	88, 89, 90	77.9	9.8	6.6	5.7
* IF27	1362	91, 92, 93	16.7	28.0	33.6	21.7
IF20	1363	94, 95, 96	39.3	42.3	12.3	6.2
* IF22	1351	97, 98, 99	20.7	23.6	39.8	15.9
IE11	1355	100, 101, 102	53.1	20.5	12.6	13.8
IE17	1348	103, 104, 105	47.1	16.7	18.7	17.5

* An asterisk next to an objective number indicates that at least 51% of the students failed to answer at least two of the items testing that objective correctly.

TABLE 28

PERCENT OF STUDENT ACHIEVEMENT FOR ITEMS CORRESPONDING TO THE OBJECTIVES ON THE MATH TEST FOR GRADE 3, FORM X

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
W1	1394	1, 2, 3	72.6	12.7	8.0	6.7
W2	1392	4, 5, 6	59.3	15.0	10.6	15.2
W84	1389	7, 8, 9	32.8	19.2	31.7	16.2
W3	1386	10, 11, 12	30.4	34.1	23.2	12.3
W5	1386	13, 14, 15	51.2	19.9	12.7	16.2
W10	1389	16, 17, 18	50.5	27.6	15.0	7.0
W26	1392	19, 20, 21	76.1	13.4	6.0	4.5
W27	1392	22, 23, 24	77.7	11.1	7.0	4.3
W28	1388	25, 26, 27	48.8	15.6	11.7	23.9
W29	1389	28, 29, 30	30.8	25.4	24.7	19.1
W30	1387	31, 32, 33	43.7	17.1	16.8	22.4
W34	1386	34, 35, 36	73.1	13.6	7.6	5.7
* W35	1389	37, 38, 39	22.2	18.9	19.4	39.6
* W36	1387	40, 41, 42	10.3	20.5	23.9	45.4
W39	1375	43, 44, 45	51.1	22.5	15.3	11.1
W40	1366	46, 47, 48	42.4	20.1	22.5	15.0
* W41	1354	49, 50, 51	19.3	15.1	30.3	35.3
W47	1357	52, 53, 54	26.8	30.2	28.7	14.2
W57	1378	55, 56, 57	40.7	28.1	15.7	15.5
* W58	1372	58, 59, 60	33.0	16.0	19.7	31.3
* W59	1367	61, 62, 63	20.6	23.0	33.1	23.3
W74	1374	64, 65, 66	68.6	13.2	7.4	10.8
W76	1378	67, 68, 69	29.6	24.1	22.4	23.9

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
W61	1371	70, 71, 72	30.8	39.5	21.4	8.4
F1	1368	73, 74, 75	33.2	33.8	21.5	11.5
* W68	1355	76, 77, 78	15.6	31.7	35.2	17.6
W69	1364	79, 80, 81	33.7	30.1	23.5	12.8
M27	1358	82, 83, 84	38.7	20.8	18.7	21.9
M28	1354	85, 86, 87	30.1	25.2	28.5	16.2
* M32	1369	88, 89, 90	11.7	32.1	33.9	22.4
M1	1366	91, 92, 93	77.3	8.5	7.8	6.4
M2	1363	94, 95, 96	77.3	6.9	9.0	6.8
G1	1359	97, 98, 99	24.4	41.0	22.8	11.8
G7	1359	100,101,102	14.6	46.3	26.9	12.2
G11	1348	103, 104, 105	34.0	29.0	23.0	14.0
* G24	1336	106, 107, 108	14.5	28.1	43.5	13.8

* An asterisk next to an objective number indicates that at least 51% of the students failed to answer at least two of the items testing that objective correctly.

TABLE 29

PERCENT OF STUDENT ACHIEVEMENT FOR ITEMS CORRESPONDING TO THE OBJECTIVES ON THE MATH TEST FOR GRADE 3, FORM Y

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
W1	1545	1, 2, 3	72.3	12.0	8.4	7.3
W2	1545	4, 5, 6	56.0	15.0	13.0	16.0
* W84	1542	7, 8, 9	32.0	16.1	27.4	24.4
W3	1537	10, 11, 12	27.7	35.6	23.2	13.5
W5	1543	13, 14, 15	51.5	16.9	14.6	17.0
W10	1536	16, 17, 18	49.3	30.3	13.4	6.9
W26	1544	19, 20, 21	81.2	12.2	4.5	2.1
W27	1544	22, 23, 24	82.0	10.7	4.1	3.2
W28	1537	25, 26, 27	55.8	13.7	10.8	19.7
W29	1538	28, 29, 30	37.8	24.1	20.2	17.9
W[illegible]	1537	31, 32, 33	45.5	16.9	17.6	19.9
W34	1540	34, 35, 36	77.4	12.5	6.6	3.5
* W35	1539	37, 38, 39	25.7	19.5	18.3	36.5
* W36	1537	40, 41, 42	11.2	22.8	21.9	44.0
W39	1520	43, 44, 45	54.3	24.3	13.9	7.5
W40	1515	46, 47, 48	45.8	21.7	18.4	14.1
* W41	1513	49, 50, 51	24.9	14.6	29.7	30.7
W47	1507	52, 53, 54	39.9	26.5	15.1	9.1
W57	1522	55, 56, 57	54.0	16.4	13.3	16.3
W58	1516	58, 59, 60	34.6	11.8	18.3	35.3
* W59	1513	61, 62, 63	24.9	22.0	27.4	25.8
W74	1531	64, 65, 66	74.6	10.1	6.3	9.0
W76	1526	67, 68, 69	36.2	23.5	20.3	20.1

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
W61	1521	70, 71, 72	33.7	39.8	17.6	8.9
F1	1515	73, 74, 75	44.0	29.2	17.0	9.8
W68	1497	76, 77, 78	17.7	34.2	31.1	17.0
W69	1518	79, 80, 81	39.8	29.1	18.4	12.8
M27	1513	82, 83, 84	42.0	18.5	16.3	23.2
M28	1505	85, 86, 87	22.7	30.1	32.2	15.0
M32	1522	88, 89, 90	25.4	27.8	29.1	17.7
M1	1512	91, 92, 93	75.3	9.1	8.0	7.7
M2	1586	94, 95, 96	75.9	9.0	8.3	6.8
G1	1513	97, 98, 99	27.3	42.0	22.5	8.1
G7	1511	100, 101, 102	17.3	48.5	19.5	14.7
G11	1508	103, 104, 105	36.1	31.4	20.2	12.3
* G24	1493	106, 107, 108	14.1	14.5	57.3	14.1

* An asterisk next to an objective number indicates that at least 51% of the students failed to answer at least two of the items testing that objective correctly.

TABLE 30

PERCENT OF STUDENT ACHIEVEMENT FOR ITEMS CORRESPONDING TO THE OBJECTIVES ON THE MATH TEST FOR GRADE 6, FORM X

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
* W19	1493	1, 2, 3	15.4	20.0	38.8	25.8
W32	1501	4, 5, 6	74.7	18.8	4.7	1.9
W37	1501	7, 8, 9	46.2	23.7	18.3	11.9
W66	1496	10, 11, 12	36.6	15.1	20.3	28.0
W42	1500	13, 14, 15	65.5	19.7	9.1	5.7
W44	1499	16, 17, 18	59.5	19.9	10.4	10.2
W45	1494	19, 20, 21	42.4	22.7	19.1	15.9
W52	1489	22, 23, 24	41.4	33.2	15.6	9.7
W55	1483	25, 26, 27	25.3	29.9	29.0	15.8
W75	1500	28, 29, 30	68.1	15.2	10.9	5.7
* W81	1497	31, 32, 33	19.1	2.7	6.1	72.0
* W21	1475	34, 35, 36	28.3	8.3	14.6	48.7
W88	1487	37, 38, 39	42.2	32.9	18.0	7.0
* W87	1482	40, 41, 42	22.3	23.7	22.1	31.9
* F5	1476	43, 44, 45	20.0	22.4	30.0	27.6
F25	1486	46, 47, 48	58.5	8.7	5.4	27.3
* F27	1485	49, 50, 51	20.8	5.3	6.2	67.7
* F28	1479	52, 53, 54	24.5	6.7	10.8	58.0
* F31	1484	55, 56, 57	21.0	7.3	12.7	59.1
* F33	1470	58, 59, 60	11.1	7.4	20.7	60.8
F35	1466	61, 62, 63	71.0	13.5	8.7	6.8
* F39	1426	64, 65, 66	17.5	11.4	22.9	48.2
* F13	1456	67, 68, 69	14.4	10.5	23.9	51.2

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
* F19	1445	70, 71, 72	18.8	12.9	21.6	46.6
F12	1436	73, 74, 75	51.4	18.2	20.6	9.8
F15	1441	76, 77, 78	10.6	40.9	35.6	12.9
F41	1457	79, 80, 81	23.5	34.7	22.4	19.3
F43	1451	82, 83, 84	34.7	34.7	22.1	8.4
* F45	1438	85, 86, 87	21.6	27.1	35.2	16.1
* F46	1419	88, 89, 90	5.6	16.8	34.9	42.6
F56	1433	91, 92, 93	19.9	32.7	33.4	14.0
* F57	1413	94, 95, 96	0.8	10.1	36.9	52.2
* SF6	1403	97, 98, 99	9.7	28.5	38.3	23.5
* M9	1351	100, 101, 102	3.9	15.8	41.3	39.0
* M14	1413	103, 104, 105	5.7	21.2	44.7	28.5
* M22	1391	106, 107, 108	12.9	12.7	27.5	46.9
* G4	1375	109, 110, 111	16.1	22.0	40.5	21.4
* M5	1375	112, 113, 114	12.2	14.4	20.7	52.7
G12	1376	115, 116, 117	52.6	18.5	16.6	12.3
* G26	1376	118, 119, 120	23.0	5.7	11.7	59.5

* An asterisk next to an objective number indicates that at least 51% of the students failed to answer at least two of the items testing that objective correctly.

TABLE 31

PERCENT OF STUDENT ACHIEVEMENT FOR ITEMS CORRESPONDING TO THE OBJECTIVES ON THE MATH TEST FOR GRADE 6, FORM Y

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
* W19	1455	1, 2, 3	21.2	23.5	33.0	22.3
W32	1459	4, 5, 6	78.0	16.0	4.1	1.9
W37	1459	7, 8, 9	47.1	24.2	17.8	11.0
W66	1456	10, 11, 12	37.6	18.7	18.6	25.1
W42	1459	13, 14, 15	64.6	20.3	10.4	4.7
W44	1457	16, 17, 18	57.9	20.5	12.5	9.2
W45	1452	19, 20, 21	46.6	21.3	18.0	14.1
W52	1455	22, 23, 24	49.5	24.4	15.8	10.3
W55	1447	25, 26, 27	31.1	28.8	25.5	14.7
W75	1456	28, 29, 30	66.4	16.8	10.4	6.4
* W81	1456	31, 32, 33	24.9	4.2	7.8	63.1
* W21	1440	34, 35, 36	38.9	7.3	12.2	41.6
W88	1445	37, 38, 39	44.7	25.9	21.2	8.2
* W87	1443	40, 41, 42	16.2	26.5	24.3	33.1
* F5	1441	43, 44, 45	19.5	19.0	25.3	36.2
F25	1454	46, 47, 48	55.9	10.0	6.8	27.4
* F27	1452	49, 50, 51	17.9	4.7	8.5	68.9
* F28	1444	52, 53, 54	19.6	5.2	11.7	63.5
* F31	1447	55, 56, 57	15.9	7.5	10.1	66.6
* F33	1419	58, 59, 60	9.9	8.9	23.5	57.8
F35	1439	61, 62, 63	69.2	13.1	9.0	8.7
* F39	1394	64, 65, 66	21.7	11.6	21.3	45.4
* F13	1434	67, 68, 69	20.1	10.4	23.9	45.6

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
* F19	1411	70, 71, 72	27.9	13.5	21.8	36.9
F12	1410	73, 74, 75	52.1	16.4	15.6	15.9
F15	1409	76, 77, 78	12.6	43.8	28.9	14.8
F41	1425	79, 80, 81	33.1	36.4	17.8	12.7
F43	1415	82, 83, 84	38.2	29.8	22.7	9.3
F45	1400	85, 86, 87	28.5	26.3	31.4	13.9
* F46	1398	88, 89, 90	9.7	22.1	34.4	33.9
* F56	1424	91, 92, 93	14.3	24.7	35.8	25.1
* F57	1410	94, 95, 96	1.1	10.6	37.9	50.4
* SF6	1400	97, 98, 99	11.3	31.6	36.4	20.7
* M9	1362	100, 101, 102	2.9	16.9	43.4	36.9
* M14	1401	103, 104, 105	9.2	21.6	42.5	26.6
* M22	1389	106, 107, 108	15.8	13.5	29.5	41.1
* G4	1387	109, 110, 111	12.3	21.1	39.3	27.3
* M5	1390	112, 113, 114	23.6	9.7	13.6	53.1
G12	1395	115, 116, 117	45.7	25.2	15.6	13.6
* G26	1382	118, 119, 120	20.3	5.1	12.2	62.3

* An asterisk next to an objective numberindicates that at least 51% of the students failed to answer at least two of the items testing that objective correctly.

TABLE 32

PERCENT OF STUDENT ACHIEVEMENT FOR ITEMS CORRESPONDING TO THE OBJECTIVES ON THE MATH TEST FOR GRADE 8, FORM X

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
W32	1427	1, 2, 3	79.9	17.0	2.2	0.8
W37	1426	4, 5, 6	60.2	23.4	11.9	4.5
W44	1427	7, 8, 9	77.6	15.1	5.1	2.2
W55	1423	10, 11, 12	34.4	37.5	19.2	8.9
W23	1416	13, 14, 15	46.9	7.4	6.1	39.6
W24	1398	16, 17, 18	72.0	12.7	8.4	6.9
* F29	1419	19, 20, 21	35.3	6.7	7.5	50.5
* F33	1411	22, 23, 24	24.9	10.8	18.6	45.7
F35	1415	25, 26, 27	83.2	8.8	4.4	3.7
F21	1414	28, 29, 30	27.1	28.8	28.9	15.3
* F18	1369	31, 32, 33	25.3	12.5	34.1	28.1
F42	1423	34, 35, 36	27.3	33.9	9.9	28.9
F44	1422	37, 38, 39	37.1	20.9	15.3	26.8
F46	1422	40, 41, 42	32.5	25.2	23.0	19.3
* F49	1403	43, 44, 45	8.6	28.4	33.9	29.1
* F22	1398	46, 47, 48	7.4	5.7	18.5	68.5
* 14	1404	49, 50, 51	30.0	8.3	14.4	47.3
* 16	1382	52, 53, 54	17.3	18.5	34.8	29.5
* 18	1411	55, 56, 57	26.8	15.0	41.8	16.4
* 19	1407	58, 59, 60	16.3	10.2	25.9	47.5
* 110	1409	61, 62, 63	32.0	22.8	22.9	22.4
* 112	1403	64, 65, 666	32.4	23.6	25.5	18.5
* 115	1396	67, 68, 69	20.6	27.5	30.4	21.5

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
F66	1407	70, 71, 72	16.1	41.7	28.6	13.6
* F67	1401	73, 74, 75	14.3	18.1	19.7	47.9
* F75	1388	76, 77, 78	6.4	20.7	36.8	36.0
F61	1403	79, 80, 81	41.8	29.2	19.2	9.8
* F63	1385	82, 83, 84	20.9	20.7	31.3	27.2
119	1405	85, 86, 87	32.6	31.7	27.8	7.8
* M9	1376	88, 89, 90	7.4	18.1	44.1	30.4
* M18	1386	91, 92, 93	18.7	22.2	27.9	31.2
* SF2	1384	94, 95, 96	16.6	9.6	43.1	30.7
*SF13	1358	97, 98, 99	13.4	19.1	39.0	28.6
SF7	1345	100, 101, 102	20.5	30.6	32.8	16.1
* SF4	1337	103, 104, 105	31.5	16.0	21.2	31.3
*SP12	1321	106, 107, 108	11.8	25.4	29.9	24.3
G12	1328	109, 110, 111	55.8	20.7	13.9	9.6
* G23	1303	112, 113, 114	15.9	16.5	49.0	18.6
* G32	1297	115, 116, 117	8.3	13.5	21.9	56.4
* G35	1278	118, 119, 120	12.7	27.5	37.2	22.6

* An asterisk next to an objective number indicates that at least 51% of the students failed to answer at least two of the items testing that objective correctly.

TABLE 33

PERCENT OF STUDENT ACHIEVEMENT FOR ITEMS CORRESPONDING TO THE OBJECTIVES ON THE MATH TEST FOR GRADE 8, FORM Y

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
W32	1451	1, 2, 3	81.9	13.6	3.5	1.0
W37	1451	4, 5, 6	57.1	25.2	13.5	4.1
W44	1450	7, 8, 9	74.2	17.0	6.1	2.6
W55	1448	10, 11, 12	37.2	33.2	21.5	8.2
W23	1443	13, 14, 15	45.8	10.7	7.2	36.2
W24	1444	16, 17, 18	57.8	23.3	13.4	5.6
* F29	1447	19, 20, 21	37.5	7.2	6.8	48.5
* F33	1434	22, 23, 24	27.3	15.0	21.3	36.4
F35	1445	25, 26, 27	82.6	7.8	4.2	5.5
F21	1443	28, 29, 30	27.9	30.8	26.5	14.8
* F18	1409	31, 32, 33	22.9	19.4	35.7	22.0
F42	1447	34, 35, 36	37.5	27.3	11.5	23.8
F44	1447	37, 38, 39	45.6	17.8	14.7	21.9
F46	1444	40, 41, 42	32.1	27.8	18.8	21.3
* F49	1429	43, 44, 45	9.4	27.7	35.4	27.5
* F22	1407	46, 47, 48	6.6	8.9	21.8	62.8
* 14	1424	49, 50, 51	33.7	7.5	15.1	43.7
* 16	1377	52, 53, 54	13.6	16.1	40.2	30.1
* 18	1428	55, 56, 57	25.7	14.6	44.3	15.5
* 19	1424	58, 59, 60	15.9	10.9	27.1	46.1
110	1416	61, 62, 63	26.5	23.8	26.8	22.9
112	1408	64, 65, 66	27.0	25.4	26.9	20.7
* 115	1401	67, 68, 69	18.8	27.8	33.4	20.0

Objective Number	N	Item Numbers	% Of Students Who Achieved:			
			3/3	2/3	1/3	0/3
F66	1421	70, 71, 72	23.1	40.3	28.6	8.0
* F67	1422	73, 74, 75	16.5	25.3	23.2	35.0
* F75	1401	76, 77, 78	7.1	15.4	38.8	38.8
F61	1402	79, 80, 81	34.2	31.0	23.2	11.6
F63	1388	82, 83, 84	25.2	31.0	21.5	22.3
119	1401	85, 86, 87	39.8	29.3	21.8	9.1
* M9	1376	88, 89, 90	4.4	19.6	41.6	34.4
* M18	1371	91, 92, 93	14.4	21.2	34.1	30.3
* SF2	1384	94, 95, 96	25.4	11.8	38.7	24.1
*SF13	1373	97, 98, 99	25.4	23.4	30.7	20.6
* SF7	1353	100, 101, 102	15.2	26.2	39.8	18.8
* SF4	1354	103, 104, 105	20.2	14.0	18.8	47.1
*SP12	1332	106, 107, 108	21.2	25.3	32.8	20.7
G12	1342	109, 110, 111	58.9	19.9	11.3	10.0
* G23	1321	112, 113, 114	13.6	16.1	50.5	19.8
* G32	1314	115, 116, 117	5.0	15.4	21.1	58.5
* G35	1303	118, 119, 120	12.1	25.4	38.5	23.0

* An asterisk next to an objective number indicates that at least 51% of the students failed to answer at least two of the items testing that objective correctly.

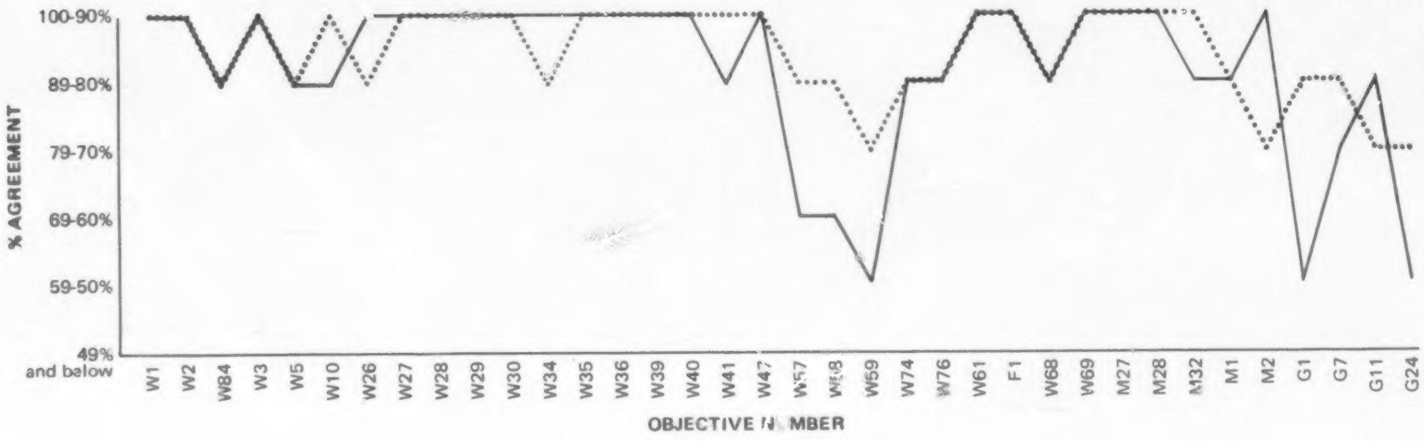
TABLE 34

SRA OBJECTIVES AND ITEMS FOR WHICH THERE WAS A LARGE DISCREPANCY* BETWEEN SUPERINTENDENT AND TEACHER EVALUATIONS BY GRADE LEVEL

Grade Level	Objective Number for Reading Test	Item Number for Reading Test		Objective Number for Math Test	Item Number for Math Test	
		Form L	Form M		Form X	Form Y
3	TOTAL: 0	1-4, 8, 11, 12, 14, 15, 18, 21, 35, 37, 49, 52-54, 58, 62, 69, 79, 81-102 TOTAL: 47	4-6, 49, 52, 62, 63, 76-78, 85-87, 91, 97, 90, 88, 89, 92, 102, 93, 95 TOTAL: 25	TOTAL: 0	74, 75, 84, 94-99, 102-104, 106 TOTAL: 13	11, 12, 41, 48, 90, 99, 105-108 TOTAL: 10
6	IE24, IE25, IF14, IF24, IE17 TOTAL: 5	42, 51, 74, 60, 48, 65, 67, 100, 103-105 TOTAL: 11	7-11, 15, 30, 31, 33, 34, 36, 45, 66, 68, 74, 57, 58, 72, 53, 67, 75, 50-52, 61-63, 80, 81 TOTAL: 29	W66, W21, F27, F28, F31, F33, F19, F12, F45, F46, F56, F57, M9, M14, M22, G4, G12, G26 TOTAL: 18	40-42, 73-75, 91-120 TOTAL: 36	34, 40, 41-43, 70-72, 85-87, 91, 100, 109-120 TOTAL: 25
8	IC9, IC13, IC27, IC28, ID1, ID2, ID3, ID4, ID8, ID10, ID11, ID16, IE19, IE24, IE25, IF14, IF26, IF19, IF25, IF27, IF20, IF22, IE11 TOTAL: 23	13-15, 18-21, 28, 30, 82-84, 100 TOTAL: 12	49, 51, 41, 53, 54, 58, 61, 70-72, 77, 80-84, 86-93, 97-99 TOTAL: 27	W24, F18, F22, 14 16, 18, 19, 110, 112, 115, F75, F61, M18, SF2, SF13, SF7, SF4, SP12, G12, G23, G32, G35 TOTAL: 22	19-24, 31-33, 43-54, 55-69, 73-85, 91-93, 97-102, 106-108, 118-120 TOTAL: 53	31-33, 45-47, 52, 67, 79, 80, 81, 83, 84, 91-93, 97-101, 106-120 TOTAL: 36

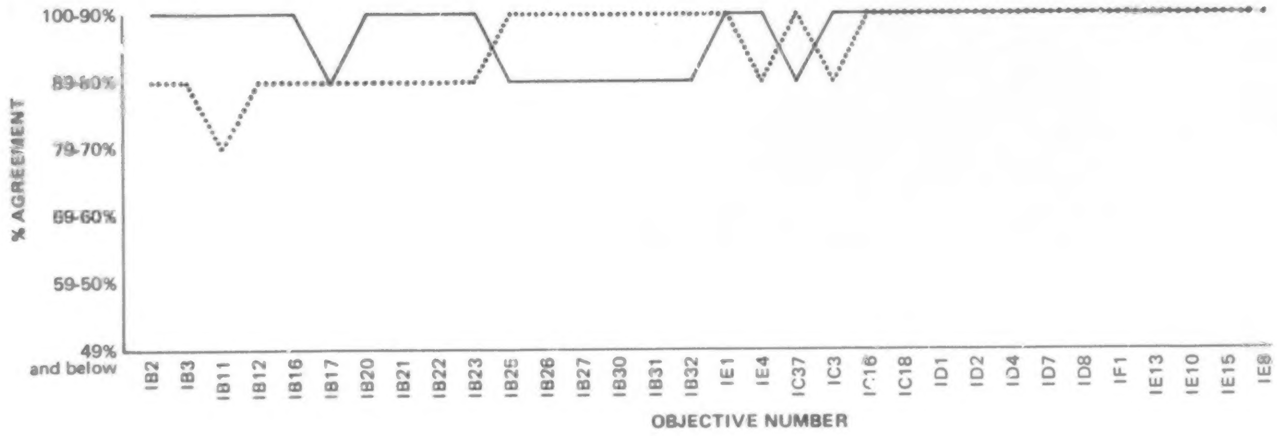
*A large discrepancy represents as a difference of at least 15% between the evaluation of the superintendents and teachers on Question 1 of the objectives evaluation and Question 2 of the item evaluation.

Percent of Agreement Between Superintendents and Teachers on Whether SRA Objectives for the GRADE 3 MATHEMATICS TEST Represented the Curriculum and Instruction



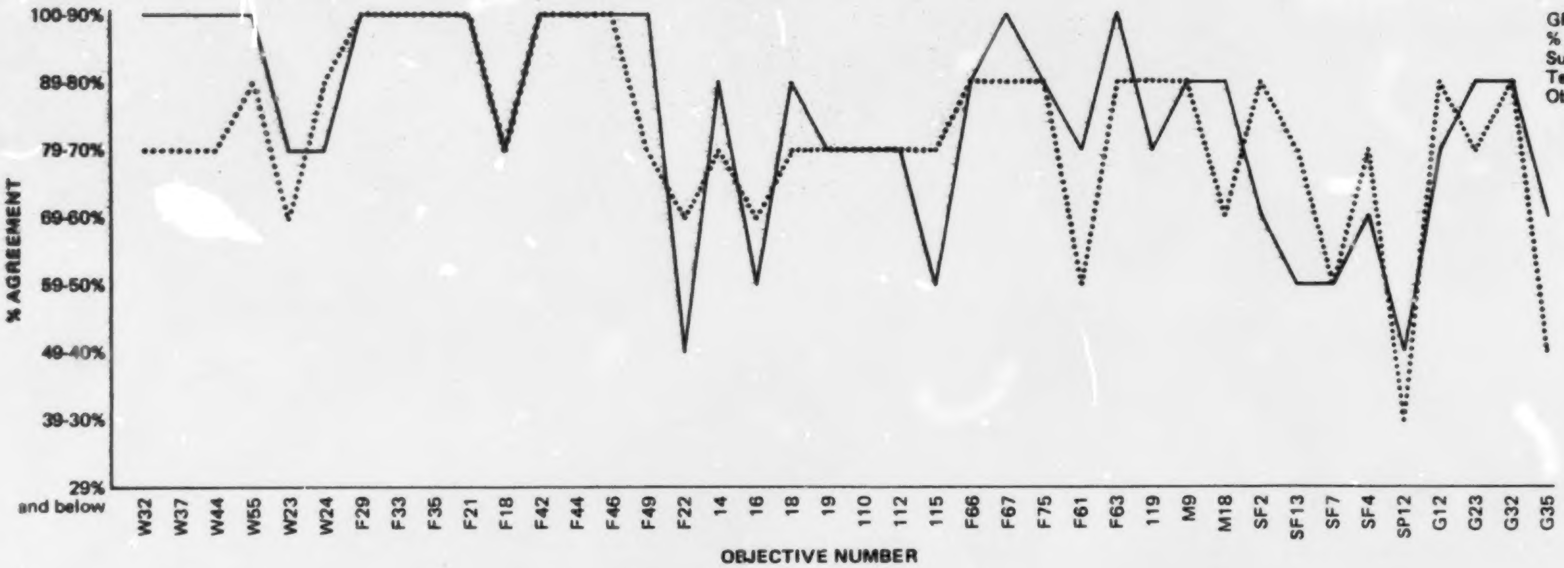
GRADE 3, MATH
% Agreement among Superintendents and Teachers on SRA Objectives (36)

(———) Superintendents N=61 (••••••••••) Teachers N=118



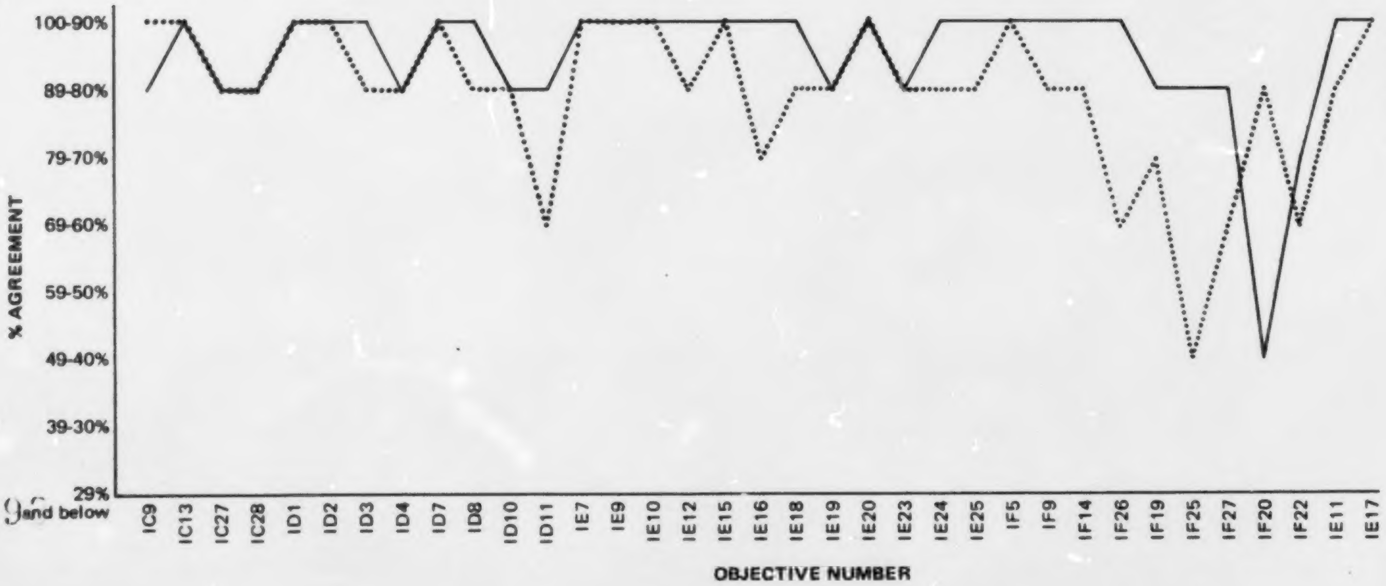
GRADE 3, READING
Percent of Agreement Between Superintendents and Teachers on Whether SRA Objectives (32) for GRADE 3 READING TEST Represented the Curriculum and Instruction

Percent of Agreement Between Superintendents and Teachers
on Whether SRA Objectives for the GRADE 6 MATHEMATICS TEST
Represented the Curriculum and Instruction



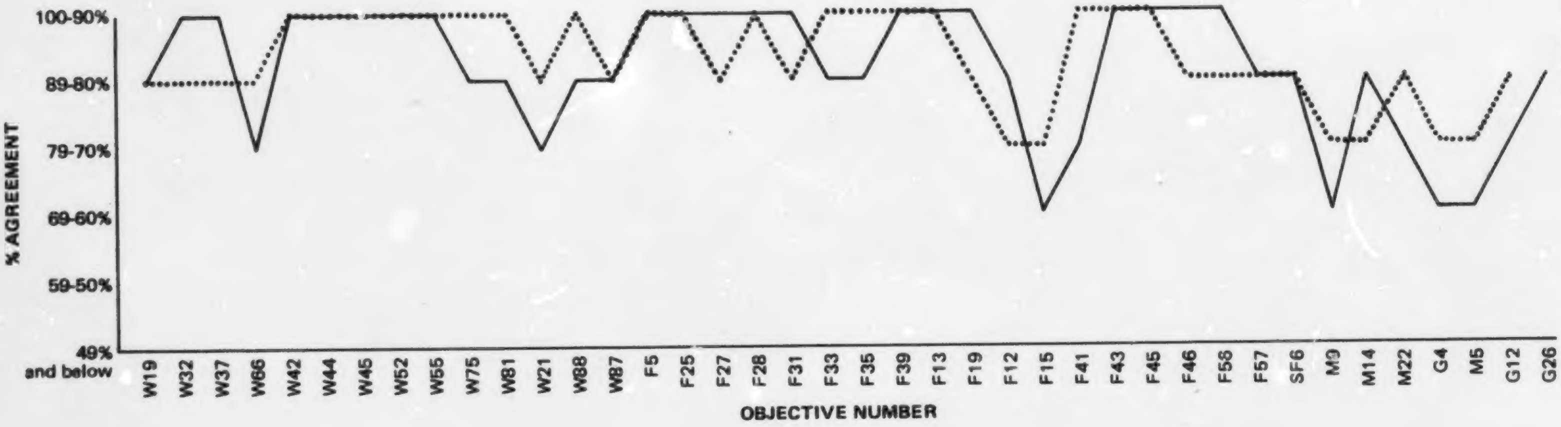
GRADE 8, MATH
% Agreement among
Superintendents and
Teachers on SRA
Objectives (40)

(———) Superintendents N=55 (••••••••••) Teachers N=28



GRADE 8, READING
Percent of Agreement
Between Superintendents
and Teachers on Whether
SRA Objectives (35) for the
GRADE 8 READING TEST
Represented the
Curriculum and Instruction

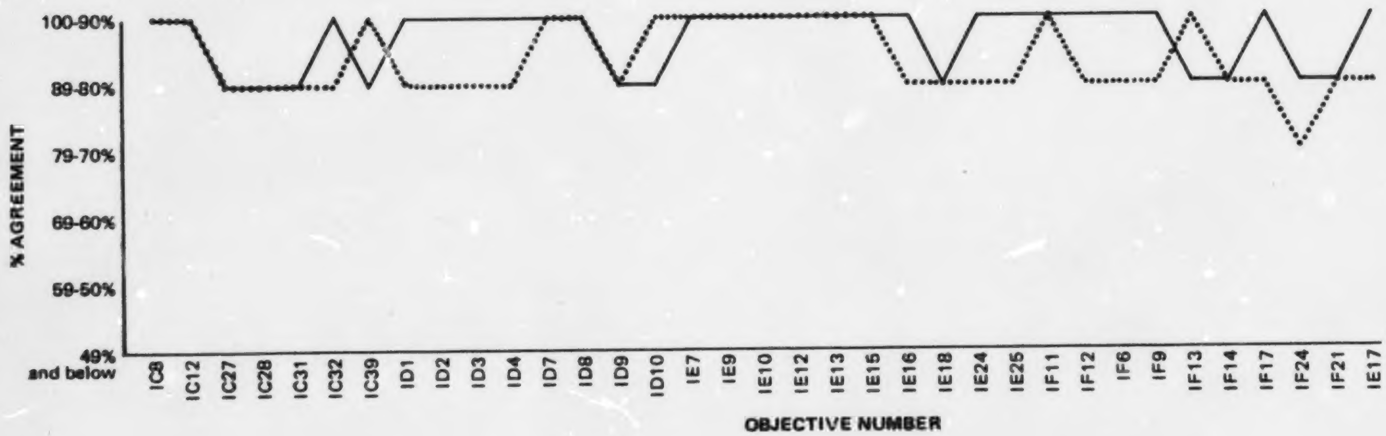
Percent of Agreement Between Superintendents and Teachers
on Whether SRA Objectives for the GRADE 8 MATHEMATICS TEST
Represented the Curriculum and Instruction



GRADE 6, MATH
% Agreement among
Superintendents and
Teachers on SRA
Objectives (40)

(———) Superintendents
N=57

(••••••••••) Teachers
N=77



GRADE 6, READING
Percent of Agreement
Between Superintendents
and Teachers on Whether
SRA Objectives (35) for the
GRADE 6 READING TEST
Represented the
Curriculum and Instruction

Appendix A

STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

CYRIL B. BUSBEE
STATE SUPERINTENDENT OF EDUCATION

COLUMBIA

October 21, 1977

Dear

The South Carolina Department of Education is initiating procedures for the selection of criterion-referenced tests in the areas of reading and mathematics. The impetus for this selection process is a section of the "South Carolina Education Finance Act of 1977" which requires the Department to "develop or select and field test a competency based student assessment program in the basic skill areas of reading and mathematics utilizing criterion-referenced tests".

The purpose of this letter is to provide you with the opportunity to submit appropriate materials for consideration. Materials of interest to the Department are group-administered criterion-referenced tests in reading and mathematics for use in Grades 3, 6, and 8. While the term "criterion referenced tests" is used throughout this letter, your company may use other terms to denote this type of test. Examples of these terms are "objective-referenced tests", "domain referenced tests", and "mastery tests". In order to be considered for selection, the tests and related reports must provide the following: 1) diagnosis of strengths and weaknesses on an individual pupil basis and 2) prescriptive information that will assist the teacher and pupil in the remediation of identified weaknesses.

The test selection procedures to be used by the Department will include, as a minimum, the following:

1) invitations to publishers and/or vendors to submit materials for consideration;

2) initial screening of materials by selection committees (There will be two committees, one each for reading and mathematics.);

3) invitations to "selected" publishers and/or vendors to make presentations to the selection committees;

4) final screening and selection of tests by the screening committees (If considered necessary and/or desirable by the Department and the screening committees, a second series of presentations by the publishers and/or vendors may be required prior to the final selection of tests.); and

5) pilot-testing with representative samples of 3rd, 6th, and 8th grade students in South Carolina (In addition to data on student performance and reaction to the tests, the pilot procedures will be designed to solicit teacher input on the appropriateness of the tests and the utility of reports.).

If your organization has appropriate materials which you wish to have considered, please submit fifteen (15) review packets for each of the two areas reading and mathematics. Review packets must be received by the Department not later than November 14, 1977, and must contain at least the following items:

1) a written report prepared according to the attached outline entitled "Outline to be Followed by Test Publishers in Preparing Written Reports of Their Criterion-Referenced Tests";

2) a copy of the test for each grade level -- 3rd, 6th, and 8th (If more than one form of the test is available at each level, a copy of each form should be included.);

3) an example of each type of score report that is routinely generated from the test; and

4) copies of any published materials relevant to the topics of test administration and test interpretation and any technical information relevant to the topics of validity, reliability, etc., which are covered in the written report as stipulated in Item #1.

Following is a tentative schedule of major events which may be of interest:

	Activity	Date(s)
1)	Completion of Initial Screening of Tests	12/1/77
2)	Presentations to Selection Committees by Selected Vendors	12/12/77 - 12/20/77
3)	Final Selection of Tests	3/14/78
4)	Pilot-testing in Grades 3, 6, and 8	5/2/78 - 5/4/78

The Department is also interested in reviewing competency tests in reading, spelling, and mathematics for possible future use in Grade 9 or 10. These tests will not be included in the review and selection process as described in this letter and should not be included in the review packets. If you have competency tests which are appropriate for the specified areas in Grade 9 or 10, please submit these tests separately.

All materials for review should be submitted, on a cost free basis, to:

Dr. Vana Meredith, Chief Supervisor
Educational Assessment Section
Office of Research
South Carolina Department of Education
Rutledge Office Building
Columbia, South Carolina 29201

Telephone (803) 758-8610

Your cooperation will be appreciated.

Sincerely,

Paul D. Sandifer, Director
Office of Research

Attachment

PDS/yr

OUTLINE TO BE FOLLOWED BY TEST PUBLISHERS IN PREPARING WRITTEN REPORTS OF THEIR CRITERION-REFERENCED TESTS

Assume that the reader is not familiar with the test you are describing.

The words which are underlined below should appear in your report. The comments regarding each topic are intended to indicate minimum content to be included. The first nine items are to be completed "objectively", without evaluative or editorial statements.

1. Title. Be certain you give the exact title of the test.
2. Author. Give his/her institution or organization and professional qualifications.
3. Similar tests by the same author. Occasionally authors publish two or more tests that are similar but have different names. Sometimes the length of a test is altered, and the resulting test is given a new title. Give titles, publishers, and dates.
4. Item writers and editors. Provide the identity and professional qualifications of the item writers and editors.
5. Publisher and address.
6. Copyright date. Give the date(s) of the first publication of the test and manual and the date(s) of each revision.
7. Grade level(s) or group(s) for which the test is intended. State exactly the age, grade, or special group for which the test is intended. Many tests are applicable to different groups or grade levels.
8. Forms of the test. What forms of the test are available? If the forms are not essentially the same, the major difference should be mentioned. What evidence is presented on equivalence of forms?
9. Purpose and recommended use (as stated by the author).
10. Administration. Describe briefly. The times required for instructions and for student completion of the test should be indicated separately. If parts of the test are timed separately, mention how many "starting" points are necessary. If the test is untimed, state the maximum time normally required for completion. Is the test largely self-administering?
11. Scoring. Is the test planned and organized so that machine-scored answer sheets can be used? Are scoring services available from companies other than the publisher?

12. Skills or skill areas that the test purports to measure. Give a brief definition or description of the objectives, skill areas, and/or thinking processes. Are there sufficient items per objective or concept to permit discrimination between those who have mastered the objective and those who have not? If the test has a number of subscales, specify the number of items per subscale.

13. Description of items. Give a brief description of the major types of items used. Give attention to item form (multiple choice, forced choice, etc.), the content measured by the items, and the organization of items within the test (Are the items clustered by objectve?; Are the items randomly sequenced?; or Are the items arranged in order of difficulty?).

14. Test development. What criteria were used in planning and constructing the test to make the test content valid and useful? Describe the rationale and specifications followed in selecting the objectives to be measured by the test. If a classification system or a two-dimensional matrix was used in determining which areas to measure, present the matrix with the items identified within each cell.

15. Item selection. What is the source of the items? If the items were constructed for this particular test, give the criteria used in writing the items. If the items were selected from an item pool or from other tests, give a clear operational (not theoretical) definition of the universe of items represented, list the tests (if applicable), and describe the selection procedures followed.

16. Method of logical content validation. Were experts asked to judge whether the test items represented an appropriate sample of the universe of items? Please describe the relevant professional experience, qualifications of the experts, and the directions under which the experts made their judgments. What is the extent of agreement among the experts?

17. Validation groups. How many groups were involved in the validation process? How were the validation groups selected? Are there separate validation groups with whom one might wish to compare an individual's score, for example, separate validation groups for sex, age, race, grade level, and region or locale?

18. Method of empirical content validation. What item analysis data are available for the test? List the types of scores and statistics that are available, for example, raw scores, means, standard deviations, standard error of measurement, item difficulties, item discriminations, etc..

19. Validity as determined by the author. Apart from what was presented in Items 14-18, what has the author done to demonstrate the validity of the test? What correlations with other tests does he/she present? Has he/she used an external criterion to evaluate the usefulness of the scores? This section should deal with data other than those obtained in the construction of the test. What specific "decision" could you make about a person from his test score on the basis of the validity data presented?

20. Validity as determined by others. Have individuals, other than the author, conducted validity studies? If so, what were the results of these studies?

21. Reliability. State how the reliability was determined. Is there a reliability coefficient for each part of the test? What type of reliability was established? Stability? Equivalence? Internal consistency?

22. Bias effects. How has the publisher investigated for possible bias? Has any data been collected relevant to this issue? Please address cultural bias, geographic bias, and socio-economic bias.

23. Diagnostic and prescriptive characteristics. Discuss the strengths and weaknesses of the test and related reports as diagnostic and prescriptive instruments used on an individual student basis.

24. Internal scoring. Could the algorithms, software, and data from the validation groups be provided to the South Carolina State Department of Education so that the test scoring could be done internally?

25. Cost. Provide an estimated pilot year per pupil cost for materials, scoring, and reporting. Estimates should be based on a population of approximately 3,000 students per grade per test. Additionally, provide an estimated first year implementation per pupil cost for approximately 48,0000 students per grade per test. If materials are nonconsumable, estimates of second year costs may be submitted.

Appendix B

List of Major Activities for Committee Reviewing Criterion-Referenced Tests

Activity	Date
Workshop on Procedure for Qualitative Test Evaluation (Townhouse Motel)	November 18, 1977 (10:00 a.m. to 4:00 p.m.)
Evaluation of Test Objectives and Items	November 19 - December 9, 1977
Return of Evaluation Forms for Compilation of Results to Corinne Scott	December 9, 1977
Meeting to Discuss Results of Content Review and to Select Vendors for Test Presentations (Townhouse Motel)	December 12, 1977 (10:00 a.m. to 4:00 p.m.)
Quantitative Evaluation of Tests Selected at December 12 Meeting.	December 13, 1977 - January 2, 1978
Return of Evaluation Forms for Compilation of Results to Corinne Scott	January 2, 1978
Meeting to Review Vendors' Presentations (place to be announced)	January 5, 1978 (10:00 a.m. to 5:00 p.m.)
Meeting to Present Results of Quantitative Evaluation and to Select Test to be Used for Pilot Project (place to be announced)	January 6, 1978 (9:00 a.m. to 4:00 p.m.)

Appendix C

Evaluation Form for Reviewing Criterion-Referenced Tests in Reading

Purpose

The purpose of reviewing criterion-referenced tests is to select an instrument which measures skills in reading that are taught in South Carolina public schools at Grades 3, 6, and 8.

Procedure

The procedure for evaluating each criterion-referenced test consists of the following five steps:

Step 1. Obtain the list of test objectives and complete Part A of the Evaluation Form. For Section 1A, read a test objective and mark your assessment of that objective in the appropriate box. Once you have completed your objective-by-objective evaluation, then respond to Section 2A and 3A.

Step 2. If your response in Section 2A is 75% or more, then answer 3A and begin Part B of the Evaluation Form (Step 3). If your response to Section 2A is less than 75%, then select another test and go back to Step 1.

Step 3. Obtain a copy of the test and complete Part B of the Evaluation Form in the following manner:

a. Read an item and mark in column entitled "Question 1" whether it represents essential subject content. The purpose here is to determine whether a test item covers essential content for a typical South Carolina class at the grade level for which you are evaluating it.

b. For the items you marked "YES" (or, representing essential subject content) rate each item in Questions 2 and 3 on a five point scale.

c. For Question 2 your judgement will indicate the extent to which you think an item is appropriate for students with a wide range of abilities in the subject area. How difficult do you think the item is for a typical group of students at the grade level for which you are evaluating it? Therefore, a high score would indicate that you think an item is very difficult.

d. For Question 3 your judgement will indicate the extent to which you think the language of an item is free of cultural and/or environmental bias. The purpose here is to determine whether an item places any group of South Carolina students at a performance disadvantage.

Step 4. After completing Questions 2 and 3 for each item you marked in Question 1 to be representative of essential subject content, answer Sections 2B, 3B, and 4B.

Note: For ease in recording your answer to Section 3B on general item appropriateness, mark the last column on your evaluation form.

Step 5. Attach the Evaluation Form (Parts A and B) to the test you have evaluated. After you have evaluated each of the criterion-referenced tests, please return all materials to:

Dr. Corinne C. Scott
Office of Research
Rutledge Building
Columbia, SC 29201

before Friday, December 9.

Evaluation Form - Part A

General Information

Title of Test ______________________________

Form ______________________________

Target Grade Level for which you are evaluating test: (Circle one) 1 2 3 4 5 6 7 8

Your name ______________________________

1A. Characteristics

TABLE 1A

Objective Number	Is the objective a valid representation of curriculum?		
	Yes	No	Do not know
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			
26			
27			
28			
29			
30			
31			
32			
33			
34			
35			
36			
37			
38			
39			
40			
41			
42			
43			
44			
45			
46			
47			
48			
49			
50			

2A. Total number of objectives for the test judged appropriate = ______________.
Percent of objectives judged appropraite = ______________.

STOP: If you have marked 75% or more of the objectives in the "yes" column in Table 1A, answer Section 3A and begin Part B of the evaluation form.

If you have marked less than 75% of the objectives in the "yes" column in Table 1A, then select another test.

3A. What is your overall rating of the test objectives? Please indicate on a five point scale (5=high, 1=low) your overall rating of the objectives for this test. General rating is ______________.

2009

Evaluation Form for Reading - Part B

General Information

Title of Test ______________________________

Form ______________________________

Target Grade Level for which you are evaluating test: (Circle one) 1 2 3 4 5 6 7 8

Your name ______________________________

1B. Characteristics

Question 1 - Does item represent subject content?
Question 2 - how difficult is the item? (Very difficult) 5 4 3 2 1 (Very easy)
Question 3 - Is item free of cultural/environment bias? (Biased) 5 4 3 2 1 (Unbiased)

Item Number	Question 1		Question 2 5=Very difficult 1=Very easy	Question 3 5=Biased 1=Unbiased	General item appropriateness	
	No	Yes			No	Yes
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
31						
32						
33						
34						
35						
36						
37						
38						
39						
40						
41						
42						
43						
44						
45						
46						
47						
48						
49						
50						

Evaluation Form for Reading - Part B
(continued)

Item Number	Question 1		Question 2	Question 3	General item appropriateness	
	No	Yes	5=Very difficult 1=Very easy	5=Biased 1=Unbiased	No	Yes
51						
52						
53						
54						
55						
56						
57						
58						
59						
60						
61						
62						
63						
64						
65						
66						
67						
68						
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72						
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74						
75						
76						
77						
78						
79						
80						
81						
82						
83						
84						
85						
86						
87						
88						
89						
90						
91						
92						
93						
94						
95						
96						
97						
98						
99						
100						

2B. Are the test instructions appropriate? Please indicate on a five point scale the extent to which you think students at the grade level for which you are evaluating this test can read and understand the instructions in the test. (Easily understood) 5 4 3 2 1 (Difficult to understand)

3B. Total number of items in test = ____________________.
Total number of items judged appropriate = ________________.

4B. What is your overall rating of the test items? Please indicate on a five point scale your overall rating of the items for this test. (Very good) 5 4 3 2 1 (Very poor)

Evaluation Form for Reviewing Criterion-Referenced Tests in Mathematics

Purpose

The purpose of reviewing criterion-referenced tests is to select an instrument which measures skills in mathematics that are taught in South Carolina public schools at Grades 3, 6, and 8.

Procedure

The procedure for evaluating each criterion-referenced test consists of the following five steps:

Step 1. Obtain the list of test objectives and complete Part A of the Evaluation Form. For Section 1A, read a test objective and mark your assessment of that objective in the appropriate box. Once you have completed your objective-by-objective evaluation, then respond to Sections 2A and 3A.

Step 2. If your response in Section 2A is 75% or more, then answer 3A and begin Part B of the Evaluation Form (Step 3). If your response to Section 2A is less than 75%, then select another test and go back to Step 1.

Step 3. Obtain a copy of the test and complete Part B of the Evaluation Form in the following manner:

a. Read an item and mark in column entitled "Question 1" whether it represents essential subject content. The purpose here is to determine whether a test item covers essential content for a typical South Carolina class at the grade level for which you are evaluating it.

b. For the items you marked "YES" (or, representing essential subject content) rate each item in Questions 2, 3, and 4 on a five point scale.

c. For Question 2 your judgement will indicate the extent to which you think an item is appropriate for students with a wide range of abilities in the subject area. How difficult do you think the item is for a typical group of students at the grade level for which you are evaluating it? Therefore, a high score would indicate that you think an item is very difficult.

d. For Question 3 your judgement will indicate the extent to which you think the verbal level of an item decreases the chance of obtaining a valid measure of the skill being tested. The purpose here is to find items that measure knowledge and skill in a subject without having a student's response affected by his lack of reading ability. Therefore, a low rating would indicate that an item required a level of reading ability that most students in a typical South Carolina class possess.

e. For Question 4 your judgement will indicate the extent to which you think the language of an item is free of cultural and/or environmental bias. The purpose here is to determine whether an item places any group of South Carolina students at a performance disadvantage.

Step 4. After completing Questions 2, 3, and 4 for each item you marked in Question 1 to be representative of essential subject content, answer Sections 2B, 3B, and 4B.

Note: For ease in recording your answer to Section 3B on general item appropriateness, mark the last column on your evaluation form.

Step 5. Attach the Evaluation form (Parts A and B) to the test you have evaluated. After you have evaluated each of the criterion-referenced tests, please return all materials to:

Dr. Corinne C. Scott
Office of Research
Rutledge Building
Columbia, SC 29201

before Friday, December 9.

Evaluation Form - Part A

General Information

Title of Test ______________________________
Form ______________________________
Target Grade Level for which you are evaluating test: (Circle one) 1 2 3 4 5 6 7 8
Your name ______________________________

1A. Characteristics

TABLE 1A

Objective Number	Is the objective a valid representation of curriculum?		
	Yes	No	Do not know
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			
25			

TABLE 1A (continued)

Objective Number	Is the objective a valid representation of curriculum?		
	Yes	No	Do not know
26			
27			
28			
29			
30			
31			
32			
33			
34			
35			
36			
37			
38			
39			
40			
41			
42			
43			
44			
45			
46			
47			
48			
49			
50			

2A. Total number of objectives for the test judged appropriate = ______________.
Percent of objectives judged appropraite = ______________.

STOP: If you have marked 75% or more of the objectives in the "yes" column in Table 1A, answer Section 3A and begin Part B of the evaluation form.

If you have marked less than 75% of the objectives in the "yes" column in Table 1A, then select another test.

3A. What is your overall rating of the test objectives? Please indicate on a five point scale (5=high, 1=low) your overall rating of the objectives for this test. General rating is ______________.

Evaluation Form for Mathematics - Part B

General Information
Title of Test ____________________
Form ____________________
Target Grade Level for which you are evaluating test: (Circle one) 1 2 3 4 5 6 7 8
Your name ____________________

1B. Characteristics

Question 1 - Does item represent subject content?
Question 2 - How difficult is the item? (Very difficult) 5 4 3 2 1 (Very easy)
Question 3 - Would Reading ability affect item response?
(Greatly affected) 5 4 3 2 1 (Not affected)
Question 4 - Is item free of cultural/environment bias? (Biased) 5 4 3 2 1 (Unbiased)

Item Number	Question 1		Question 2 5=Very difficult 1=Very easy	Question 3 5=Greatly affected 1=Not affected	Question 4 5=Biased 1=Unbiased	General item appropriateness	
	No	Yes				No	Yes
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
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42							
43							
44							
45							
46							
47							
48							
49							
50							

Evaluation Form for Mathematics - Part B
(continued)

Item Number	Question 1		Question 2 5=Very difficult 1=Very easy	Question 3 5=Greatly affected 1=Not affected	Question 4 5=Biased 1=Unbiased	General item appropriateness	
	No	Yes				No	Yes
51							
52							
53							
54							
55							
56							
57							
58							
59							
60							
61							
62							
63							
64							
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90							
91							
92							
93							
94							
95							
96							
97							
98							
99							
100							

2B. Are the test instructions appropriate? Please indicate on a five point scale the extent to which you think students at the grade level for which you are evaluating this test can read and understand the instructions in the test.
(Easily understood) 5 4 3 2 1 (Difficult to understand)

3B. Total number of items in test = ____________________.
Total number of items judged appropriate = ____________________.

4B. What is your overall rating of the test items? Please indicate on a five point scale your overall rating of the items for this test. (Very good) 5 4 3 2 1 (Very poor)

Appendix D

Evaluation Form for Rating Vendor Presentation to Mathematics Committee

Vendor ______________________________ Rater ____________________

Directions There are two categories to consider when assessing the vendor's presentation. The first category involves the extent to which the vendor addressed a topic. The second category involves the extent to which the information is suitable for students/teachers in South Carolina public schools.

With respect to the topic, a "1" indicates the topic was ignored, a "2" indicates the topic was mentioned, and a "3" indicates the topic was thoroughly discussed.

With respect to the suitability of the vendor's discussion for South Carolina students and/or teachers, a "1" indicates that the information is inappropriate, a "2" indicates that the information is of questionable appropriateness, and a "3" indicates that the information is definitely appropriate. The space provided between each of the topics are for your notes.

General Topics	Topic (ignored) 1	 2	 3 (discussed)	Suitability not (appropriate) 1	 2	 3 (appropriate)
1. Uses of Tests.	1	2	3	1	2	3
2. Uses of Scores.	1	2	3	1	2	3
3. Additional Materials.	1	2	3	1	2	3
4. Teacher Manuals.	1	2	3	1	2	3
5. Scoring and Related Services.	1	2	3	1	2	3
6. Test Security.	1	2	3	1	2	3

Specific Topics	Topic			Suitability		
	(ignored) 1 2 3 (discussed)			not (appropriate) 1 2 3 (appropriate		
1. a. Readability of Directions.	1	2	3	1	2	3
1. b. Readability of Test Items.	1	2	3	1	2	3
2. Customization of Test Items.	1	2	3	1	2	3
3. Similar items at several grade levels.	1	2	3	1	2	3
4. For SRA: Relationship between passage length and student achievement.	1	2	3	1	2	3
5. For EDC: Management of Test Booklets.	1	2	3	1	2	3

General Overall Rating.

a. Please circle the number that represents your general, overall assessment of the vendor's presentation.

(very poor) 1 2 3 (excellent)

b. Please circle the number that represents your assessment of the general suitability of the test at each grade level.

Grade 3: (not suitable) 1 2 3 (very suitable)

Grade 6: (not suitable) 1 2 3 (very suitable)

Grade 8: (not suitable) 1 2 3 (very suitable)

Evaluation Form for Rating Vendor Presentation to Reading Committee

Vendor ______________________________ Rater ____________________

Directions There are two categories to consider when assessing the vendor's presentation. The first category involves the extent to which the vendor addressed a topic. The second category involves the extent to which the information is suitable for students/teachers in South Carolina public schools.

With respect to the topic, a "1" indicates the topic was ignored, a "2" indicates the topic was mentioned, and a "3" indicates the topic was thoroughly discussed.

With respect to the suitability of the vendor's discussion for South Carolina students and/or teachers, a "1" indicates that the information is inappropriate, a "2" indicates that the information is of questionable appropriateness, and a "3" indicates that the information is definitely appropriate. The space provided between each of the topics are for your notes.

General Topics	Topic			Suitability		
	(ignored) 1 2 3 (discussed)			not (appropriate) 1 2 3 (appropriate)		
1. Uses of Tests.	1	2	3	1	2	3
2. Uses of Scores.	1	2	3	1	2	3
3. Additional Materials.	1	2	3	1	2	3
4. Teacher Manuals.	1	2	3	1	2	3
5. Scoring and Related Services.	1	2	3	1	2	3
6. Test Security.	1	2	3	1	2	3

Specific Topics	Topic (ignored) 1 2 3 (discussed)	Suitability not (appropriate) 1 2 3 (appropriate)
1. Equipment.		
2. Practice Exercises.		
3. Time.		
4. For CTB: Use of Question Mark.		
5. For EDC: Management of Test Booklets.		
6. General Overall Rating.		

General Overall Rating.

a. Please circle the number that represents your general, overall assessment of the vendor's presentation.

(very poor) 1 2 3 (excellent)

b. Please circle the number that represents your assessment of the general suitability of the test at each grade level.

Grade 3: (not suitable) 1 2 3 (very suitable)

Grade 6: (not suitable) 1 2 3 (very suitable)

Grade 8: (not suitable) 1 2 3 (very suitable)

Appendix E

Instructions for Evaluating SRA Criterion-Referenced Tests

Purpose of the Evaluation

The purpose of evaluating the SRA tests is two-fold:

1. to determine the extent to which the SRA test objectives and items are consistent with the instruction in South Carolina public schools at grades 3, 6, and 8;
2. to determine the extent of agreement among the evaluations already made by the committee which selected the SRA test and the evaluations to be made by school personnel and superintendents.

The information obtained from this evaluation process will be used in interpreting the results of student achievement from the SRA criterion-referenced tests. It should be noted that since this evaluation is part of a pilot project in criterion-referenced testing, information about the appropriateness of objectives and items is essential for interpreting the test results.

Procedures of the Evaluation

The procedures for evaluating the SRA criterion-referenced tests in reading and mathematics consist of the following four steps:

Step 1: Complete PART A, which involves evaluating SRA objectives, in the following manner:

a. Read the first objective and check (column 1) whether it is representative of the curriculum at the particular grade level for which it is designated.

b. Then consider the objective in terms of column 2. Do you think the material covered by the objective is essential learning for typical students at that grade level? If you checked "yes", proceed to the next objective and go back to Step 1a. If you checked "no" then consider column 3. Do you think the material is "nice to know", or desirable - but not essential learning for typical students?

c. Once you have completed your objective-by-objective evaluation, complete PART B, which involves evaluating the SRA test items.

Step 2: Obtain a copy of the test. (The answer key is located on the SRA list of objectives behind the test booklet in your packet.) Complete Part B in the following manner:

a. First, read an item and mark in the column entitled "Question 1" whether you think it is an appropriate test of the objective. There are three items for each objective. Your judgment for objective appropriateness will indicate whether the content of the item tests the content of the objective.

b. Then, consider the item in terms of its appropriateness for your typical students and mark in the column entitled "Question 2". Your consideration here should include whether you think the item is too difficult or too easy for your typical students, whether it is phrased, or biased, in a way that might place a large subgroup of students at a performance disadvantage, or whether reading ability might influence student achievement on the mathematics test.

Step 3: After completing Questions 1 and 2 for each item, answer sections 2B and 3B.

Step 4: Once your evaluation forms (PARTS A and B) are completed for each test, please return to:

Corinne C. Scott
Office of Research
State Department of Education
Room 607 Rutledge Building
Columbia, South Carolina 29201

If you have any questions pertaining to the evaluation of the SRA tests, please do not hesitate to call Corinne Scott at 758-7871 or Paul Sandifer at 758-2251.

PART A

GRADE 3 EVALUATION
MATHEMATICS OBJECTIVES
(Superintendents)

Objective Identification Number and Objective		Does Objective Represent the Curriculum?		Do You Think it is Essential?		Do You Think it is Desirable?	
		Yes	No	Yes	No	Yes	No
W1	Given a sequence of three consecutive 3-digit whole numbers, the learner will identify the next number in the sequence.						
W2	Given a sequence of three whole numbers formed by skip-counting by 2, 5, or 10, the learner will identify the next number in the sequence.						
W84	Given four 1- or 2-digit whole numbers, the learner will identify the number that is odd or even as specified.						
W3	Given the numeral for a 3- or 4-digit whole number, the learner will identify the word name for the number.						
W5	Given two whole numbers greater than 10 and less than 1000, the learner will identify the inequality sign that indicates their order.						
W10	Given the expanded numeral for a 3- or 4-digit whole number, the learner will identify the standard numeral for that number.						
W26	Given an addition problem involving two 2-digit whole numbers with no regrouping, the learner will identify the sum.						
W27	Given an addition problem involving three 2-digit whole numbers with no regrouping, the learner will identify the sum.						
W28	Given an addition problem involving two 2-digit whole numbers with regrouping, the learner will identify the sum.						
W29	Given an addition problem involving three 2-digit whole numbers with regrouping, the learner will identify the sum.						
W30	Given an addition problem involving two 3-digit whole numbers with regrouping, the learner will identify the sum.						
W34	Given a subtraction problem involving two 2-digit whole numbers with no regrouping, the learner will identify the difference.						
W35	Given a subtraction problem involving a 2-digit whole number and a 1- or 2-digit whole number with regrouping, the learner will identify the difference.						
W36	Given a subtraction problem involving a 3-digit whole number and a 2-digit whole number with regrouping, the learner will identify the difference.						
W39	Given a multiplication problem involving two 1-digit whole numbers, the learner will identify the product.						
W40	Given a multiplication problem involving a 2-digit whole number and a 1-digit whole number with no regrouping, the learner will identify the product.						
W41	Given a multiplication problem involving a 2-digit whole number and a 1-digit whole number with regrouping, the learner will identify the product.						
W47	Given a division problem involving whole numbers with a 1-digit divisor, a 1-digit quotient, and no remainder, the learner will identify the quotient.						
W57	Given a number line on which an addition problem involving whole numbers is illustrated, the learner will identify the addition problem.						
W58	Given a number line on which a subtraction problem involving whole numbers is illustrated, the learner will identify the subtraction problem.						
W59	Given a number line on which a multiplication problem involving whole numbers is illustrated, the learner will identify the multiplication problem						
W74	Given an open addition sentence involving whole numbers with two 1-digit addends, the learner will identify the missing addend.						

Objective Identification Number and Objective		Does Objective Represent the Curriculum?		Do You Think it is Essential?		Do You Think it is Desirable?	
		Yes	No	Yes	No	Yes	No
W76	Given an open subtraction sentence involving whole numbers with 1-digit addends, the learner will identify the missing sum.						
W61	Given an addition problem with a whole number and 0 as addends, or a multiplication problem with a whole number and either 0 or 1 as factors, the learner will identify the sum or product.						
F1	Given a picture of a region divided into two, four, or five congruent parts with one or more parts shaded, the learner will identify the fraction that indicates the shaded portion.						
W68	Given a one-step word problem that can be solved by addition or subtraction of whole numbers, the learner will identify the addition or subtraction sentence that is used to solve the problem.						
W69	Given a one-step word problem that can be solved by addition or subtraction of whole numbers, the learner will identify the solution to the problem.						
M27	Given a certain number of quarters, dimes, nickels, and pennies whose total value is less than one dollar, the learner will identify the total amount.						
M28	Given a word problem involving the prices of two or three items expressed in dollars and cents, the learner will identify the total price.						
M32	Given a picture of a clock and a list of times expressed with colons, the learner will identify the time shown.						
M1	Given a picture of an object aligned with a ruler having nonstandard units, the learner will identify the length of the object.						
M2	Given a picture of an object aligned with a centimetre ruler, the learner will identify the length of the object.						
G1	Given pictures of four geometric figures, the learner will identify the curve, closed curve, or simple closed curve as specified.						
G7	Given pictures of four quadrilaterals, the learner will identify the square, rectangle, or parallelogram as specified.						
G11	Given a picture of a 2-dimensional figure and pictures of four 2-dimensional figures, the learner will identify the one of the four that has the same size and shape as the first figure.						
G24	Given a picture of a rectangle or a triangle drawn on a grid, the learner will identify the area.						

Name of Evaluator

SDE 33-084f-00
(This form becomes obsolete 6/30/78)

PART A

GRADE 3 EVALUATION
READING OBJECTIVES
(Superintendents)

Objective Identification Number and Objective		Does Objective Represent the Curriculum?		Do You Think it is Essential?		Do You Think it is Desirable?	
		Yes	No	Yes	No	Yes	No
IB2	Orally given a word that begins with the sound /k/ or /s/, the learner will identify a word that has the same initial hard or soft consonant sound represented by the letter *c*.						
IB3	Orally given a word that begins with the sound /g/ or /j/, the learner will identify a word that has the same initial hard or soft consonant sound represented by the letter *g*.						
IB11	Orally given a word that begins with the sound /sh/ or /th/ or /f/, the learner will identify a word that has the same initial consonant combination sound represented by the letters *sh*, *th*, or *ph*.						
IB12	Orally given a word that begins with the sound /hw/ or /th/ or /ch/, the learner will identify a word that has the same initial consonant combination sound represented by the letters *wh*, *th*, or *ch*.						
IB16	Orally given a word that ends with the sound /sh/ or /ch/ or /th/, the learner will identify a word that has the same final consonant combination sound represented by the letters *sh*, *ch*, or *th*.						
IB17	Orally given a word that ends with the sound /f/ or /ŋ/ or /k/, the learner will identify a word that has the same final consonant combination sound represented by the letters *gh*, *ng*, or *ck*.						
IB20	Orally given a word that has the short vowel sound /ă/ or /ĕ/ or /ŏ/, the learner will identify a word that has the same short vowel sound.						
IB21	Orally given a word that has the short vowel sound /ĕ/ or /ĭ/ or /ŭ/, the learner will identify a word that has the same short vowel sound.						
IB22	Orally given a word that has the long vowel sound /ā/ or /ō/ or /ī/, the learner will identify a word that has the same long vowel sound.						
IB23	Orally given a word that has the long vowel sound /ē/ or /ī/ or /ū/, the learner will identify a word that has the same long vowel sound.						
IB25	Orally given a word that has the vowel sound /ā/ or /ē/ or /ü/, the learner will identify a word that has the same vowel sound represented by the letters *ay*, *ee*, or *oo*.						
IB26	Orally given a word that has the vowel sound /ō/ or /ā/ or /ī/, the learner will identify a word that has the same vowel sound represented by the letters *oa*, *ai*, or *ie*.						
IB27	Orally given a word that has the vowel sound /ē/ or /ü/ or /ō/, the learner will identify a word that has the same vowel sound represented by the letters *ea*, *oo*, or *ow*.						

Objective Identification Number and Objective		Does Objective Represent the Curriculum?		Do You Think it is Essential?		Do You Think it is Desirable?	
		Yes	No	Yes	No	Yes	No
IB30	Orally given a word that has the vowel sound */ȯi/* or */au̇/*, the learner will identify a word that has the same vowel sound represented by the letters *oi* or *ow*.						
IB31	Orally given a word that has the vowel sound */ȯi/* or */au̇/*, the learner will identify a word that has the same vowel sound represented by the letters *oy* or *ou*.						
IB32	Orally given a word that has an r-controlled vowel (*ar* or *or* or *er*), the learner will identify a word that has the same r-controlled vowel sound.						
IE1	Orally given a story, the learner will identify an illustration of the main idea in the story.						
IE4	Orally given a story, the learner will identify an illustration of a conclusion based on the material in the story.						
IC37	Orally given a two-, three-, or four-syllable word, the learner will identify the number of syllables it contains.						
IC3	Given a sentence with a compound word omitted, the learner will identify the compound word to correctly complete the sentence.						
IC16	Given the singular form of a noun that forms its plural by the addition of *ies* or *ves*, the learner will identify the plural form.						
IC18	Given a noun that forms the plural in an irregular manner, the learner will identify the singular or plural noun.						
ID1	Given a word, the learner will identify its synonym.						
ID2	Given a word, the learner will identify its antonym.						
ID4	Given a homonym, the learner will identify the word that has the same pronunciation.						
ID7	Given an unfamiliar word in context, the learner will identify the meaning of the word.						
ID8	Given a sentence with a word omitted, the learner will use context clues to identify a word to correctly complete the sentence.						
IF1	Given a set of words, the learner will identify by second letter the word that comes first in alphabetical order.						
IE13	Given a reading selection, the learner will identify a conclusion based on the material in the selection.						
IE10	Given a reading selection, the learner will identify the sequence of the main events.						
IE15	Given a reading selection, the learner will identify a cause-and-effect relationship.						
IE8	Given a reading selection, the learner will identify an appropriate title.						

____
Name of Evaluator

SDE 33-083b-00
(This form becomes obsolete 6/30/78)

PART A

GRADE 6 EVALUATION
READING OBJECTIVES
(Superintendents)

Objective Identification Number and Objective		Does Objective Represent the Curriculum?		Do You Think it is Essential?		Do You Think it is Desirable?	
		Yes	No	Yes	No	Yes	No
IC8	Given a sentence with a suffixed word, the learner will identify the meaning of the word.						
IC12	Given a sentence with a prefixed word, the learner will identify the meaning of the word.						
IC27	Given sentences, the learner will identify the sentence in which the comparative form of an adjective or adverb is used correctly.						
IC28	Given sentences, the learner will identify the sentence in which the superlative form of an adjective or adverb is used correctly.						
IC31	Given sentences, the learner will identify the sentence in which the inflected verb form is used correctly.						
IC32	Given a sentence with the verb omitted, the learner will identify the verb necessary for subject-verb agreement.						
IC39	Given a word, the learner will identify its syllabication.						
ID1	Given a word, the learner will identify its synonym.						
ID2	Given a word, the learner will identify its antonym.						
ID3	Given a pair of words, the learner will identify the words as synonyms, antonyms, or neither.						
ID4	Given a homonym, the learner will identify the word that has the same pronunciation.						
ID7	Given an unfamiliar word in context, the learner will identify the meaning of the word.						
ID8	Given a sentence with a word omitted, the learner will use context clues to identify a word to correctly complete the sentence.						
ID9	Given a sentence with a simile, the learner will identify the meaning of the simile.						
ID10	Given a sentence with a metaphor, the learner will identify the meaning of the metaphor.						
IE7	Given a reading selection, the learner will identify the main idea.						
IE9	Given a reading selection, the learner will identify a detail from the material in the selection.						

Objective Identification Number and Objective		Does Objective Represent the Curriculum?		Do You Think it is Essential?		Do You Think it is Desirable?	
		Yes	No	Yes	No	Yes	No
IE10	Given a reading selection, the learner will identify the sequence of the main events.						
IE12	Given a reading selection, the learner will identify a sentence that summarizes it.						
IE13	Given a reading selection, the learner will identify a conclusion based on the material in the selection.						
IE15	Given a reading selection, the learner will identify a ca[illegible]-and-effect relationship.						
IE16	Given a reading selection, the learner will compare or contrast material to identify the correct answer.						
IE18	Given a reading selection, the learner will identify the author's purpose.						
IE24	Given a natural science selection and a set of questions, the learner will identify for each question the statement that correctly answers it.						
IE25	Given a social studies selection and a set of questions, the learner will identify for each question the statement that correctly answers it.						
IF11	Given an illustration of encyclopedia volumes, the learner will identify the volume that has information on a specific topic.						
IF12	Given a sentence with a key word, the learner will identify the key word to use to find a topic in an encyclopedia.						
IF6	Given a sample dictionary entry, the learner will identify the function (pronunciation, definition, or part of speech) of each part.						
IF9	Given a pronunciation key and a word, the learner will identify the correct pronunciation of the word.						
IF13	Given an illustration of a library card catalog, the learner will identify the drawer that has an author, a title, or a subject card.						
IF14	Given a sample library catalog card, the learner will identify the author, title, or call number of a book.						
IF17	Given a sample table of contents page, the learner will identify the page, chapter, or section references for a specific topic.						
IF24	Given a sample diagram, the learner will identify specific information.						
IF21	Given a question on a specific topic, the learner will identify the source (dictionary, encyclopedia, or card catalog) to use to find information on a topic.						
IE17	Given sentences that are statements of fact or opinion, the learner will identify the sentence that is a statement of opinion.						

Name of Evaluator

SDE 33-083d-00
(This form becomes obsolete 6/30/78)

PART A

GRADE 6 EVALUATION
MATHEMATICS OBJECTIVES
(Superintendents)

Objective Identification Number and Objective		Does Objective Represent the Curriculum?		Do You Think it is Essential?		Do You Think it is Desirable?	
		Yes	No	Yes	No	Yes	No
W19	Given a 4-digit whole number, the learner will identify the approximation of the number to the nearest thousand, hundred, or ten.						
W32	Given an addition problem involving three whole numbers greater than 100 and less than 10,000, the learner will identify the sum.						
W37	Given a subtraction problem involving a 3-, 4-, or 5-digit whole number and a 3-digit whole number, the learner will identify the difference.						
W66	Given a multiplication problem with two whole-number factors less than 1000, the learner will identify the appropriate factors for estimating the product.						
W42	Given a multiplication problem involving a 3-digit whole number and a 1-digit whole number, the learner will identify the product.						
W44	Given a multiplication problem involving a 3-digit whole number and a 2-digit whole number, the learner will identify the product.						
W45	Given a multiplication problem involving two 3-digit whole numbers, the learner will identify the product.						
W52	Given a division problem that involves dividing a 3-digit whole number by a 1-digit whole number with a remainder, the learner will identify the quotient and remainder.						
W55	Given a division problem that involves dividing a 3- or 4-digit whole number by a 2-digit whole number with a remainder, the learner will identify the quotient and remainder.						
W75	Given an open addition sentence involving 2-digit whole numbers, the learner will identify the missing addend.						
W81	Given an open division sentence involving whole numbers with a 1-digit divisor and a 2-digit quotient, the learner will identify the missing dividend.						
W21	Given a 1-digit whole number, the learner will identify its square.						
W88	Given four whole numbers, the learner will identify the one that is a multiple of a specified number.						
W87	Given two 2-digit whole numbers, the learner will identify their greatest common factor.						
F5	Given four fractions, the learner will identify the one that is equivalent to a specified fraction.						
F25	Given an addition problem involving two fractions with like denominators, the learner will identify the sum.						
F27	Given an addition problem involving two fractions with unlike denominators, the learner will identify the sum.						
F28	Given an addition problem involving two mixed numbers and no regrouping, the learner will identify the sum.						
F31	Given a subtraction problem involving two fractions with unlike denominators, the learner will identify the difference.						
F33	Given a subtraction problem involving two mixed numbers with regrouping, the learner will identify the difference.						
F35	Given a multiplication problem involving two fractions, the learner will identify the product.						

Objective Identification Number and Objective		Does Objective Represent the Curriculum?		Do You Think it is Essential?		Do You Think it is Desirable?	
		Yes	No	Yes	No	Yes	No
F39	Given a division problem involving fractions, the learner will identify the quotient.						
F13	Given a 3-place decimal, the learner will identify the place value of a specified digit.						
F19	Given a terminating decimal, the learner will identify the fraction that is equivalent to the decimal.						
F12	Given a 1-place decimal, the learner will identify the point associated with it on a number line.						
F15	Given two decimals, each with 1, 2, or 3 places, the learner will identify the inequality sign that indicates their order.						
F41	Given an addition problem presented in vertical form involving two decimals, each with 1, 2, or 3 places, the learner will identify the sum.						
F43	Given a subtraction problem presented in vertical form that involves subtracting a 1-, 2-, or 3-place decimal from a 2- or 3-place decimal, the learner will identify the difference.						
F45	Given a multiplication problem involving a 1-, 2-, or 3-place decimal and a whole number, the learner will identify the product.						
F46	Given a multiplication problem involving two decimals, the learner will identify the product.						
F56	Given a one-step word problem involving fractions that can be solved by addition or subtraction, the learner will identify the solution to the problem.						
F57	Given a one-step word problem involving fractions that can be solved by multiplication or division, the learner will identify the solution to the problem.						
SF6	Given a function table with one output missing, the learner will identify the missing output.						
M9	Given a measurement expressed in millimetres, centimetres, metres, or kilometres, the learner will identify the number of another of these units equivalent to the given measurement.						
M14	Given a measurement expressed in cups, pints, quarts, or gallons, the learner will identify the number of another of these units equivalent to the given measurement.						
M22	Given an addition problem involving two measurements expressed in yards and inches or in feet and inches and requiring regrouping, the learner will identify the sum.						
G4	Given pictures of four angles, the learner will identify the angle that is acute, right, or obtuse as specified.						
M5	Given a picture of an angle and a protractor with neither side of the angle passing through the 0°-point of the protractor, the learner will identify the degree measure of the angle.						
G12	Given a picture of a 2-dimensional figure and four other pictures of 2-dimensional figures, the learner will identify the one of the four that is congruent to the first figure.						
G26	Given a picture of a rectangle with the lengths of the sides indicated, the learner will identify the area of the rectangle.						

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Name of Evaluator

SDE 33-084d-00
(This form becomes obsolete 6/30/78)

PART A

GRADE 8 EVALUATION
READING OBJECTIVES
(Superintendents)

Objective Identification Number and Objective		Does Objective Represent the Curriculum?		Do You Think it is Essential?		Do You Think it is Desirable?	
		Yes	No	Yes	No	Yes	No
IC9	Given an obscure suffixed word and the meaning of its root, the learner will identify the meaning of the word.						
IC13	Given an obscure prefixed word and the meaning of its root, the learner will identify the meaning of the word.						
IC27	Given sentences, the learner will identify the sentence in which the comparative form of an adjective or adverb is used correctly.						
IC28	Given sentences, the learner will identify the sentence in which the superlative form of an adjective or adverb is used correctly.						
ID1	Given a word, the learner will identify its synonym.						
ID2	Given a word, the learner will identify its antonym.						
ID3	Given a pair of words, the learner will identify the words as synonyms, antonyms, or neither.						
ID4	Given a homonym, the learner will identify the word that has the same pronunciation.						
ID7	Given an unfamiliar word in context, the learner will identify the meaning of the word.						
ID8	Given a sentence with a word omitted, the learner will use context clues to identify a word to correctly complete the sentence.						
ID10	Given a sentence with a metaphor, the learner will identify the meaning of the metaphor.						
ID11	Given a sentence with personification, the learner will identify the meaning of the personification.						
IE7	Given a reading selection, the learner will identify the main idea.						
IE9	Given a reading selection, the learner will identify a detail from the material in the selection.						
IE10	Given a reading selection, the learner will identify the sequence of the main events.						
IE12	Given a reading selection, the learner will identify a sentence that summarizes it.						
IE15	Given a reading selection, the learner will identify a cause-and-effect relationship.						

Objective Identification Number and Objective		Does Objective Represent the Curriculum?		Do You Think it is Essential?		Do You Think it is Desirable?	
		Yes	No	Yes	No	Yes	No
IE16	Given a reading selection, the learner will compare or contrast material to identify the correct answer.						
IE18	Given a reading selection, the learner will identify the author's purpose.						
IE19	Given a reading selection, the learner will identify the author's opinion.						
IE20	Given a reading selection, the learner will identify facts the author presented to support his opinion.						
IE23	Given a fictional story and a set of questions, the learner will identify the setting, theme, and mood of the story.						
IE24	Given a natural science selection and a set of questions, the learner will identify for each question the statement that correctly answers it.						
IE25	Given a social studies selection and a set of questions, the learner will identify for each question the statement that correctly answers it.						
IF5	Given a sample dictionary page and a word in context, the learner will identify the correct definition of the word.						
IF9	Given a pronunciation key and a word, the learner will identify the correct pronunciation of the word.						
IF14	Given a sample library catalog card, the learner will identify the author, title, or call number of a book.						
IF26	Given a sample table, the learner will identify specific information.						
IF19	Given a sample bibliography page, the learner will identify a book title, author, or publisher of specific references.						
IF25	Given a sample graph, the learner will identify specific information.						
IF27	Given a passage and an outline that has topics missing, the learner will identify a main topic, subtopic, or detailed sentence to correctly complete the outline.						
IF20	Given a question on a specific topic, the learner will identify the source (newspaper, telephone book, or timetable) to use to find information on a topic.						
IF22	Given a question on a specific topic, the learner will identify the source (almanac, atlas, or thesaurus) to use to find information on a topic.						
IE11	Given a sentence, the learner will identify its paraphrase.						
IE17	Given sentences that are statements of fact or opinion, the learner will identify the sentence that is a statement of opinion.						

Name of Evaluator

SDE 33-083f-00
(This form becomes obsolete 6/30/78)

PART A

GRADE 8 EVALUATION
MATHEMATICS OBJECTIVES
(Superintendents)

Objective Identification Number and Objective		Does Objective Represent the Curriculum?		Do You Think it is Essential?		Do You Think it is Desirable?	
		Yes	No	Yes	No	Yes	No
W32	Given an addition problem involving three whole numbers greater than 100 and less than 10,000, the learner will identify the sum.						
W37	Given a subtraction problem involving a 3-, 4-, or 5-digit whole number and a 3-digit whole number, the learner will identify the difference.						
W44	Given a multiplication problem involving a 3-digit whole number and a 2-digit whole number, the learner will identify the product.						
W55	Given a division problem that involves dividing a 3- or 4-digit whole number by a 2-digit whole number with a remainder, the learner will identify the quotient and remainder.						
W23	Given a number expressed as a power with the base and the exponent both less than 6, the learner will identify the standard numeral for the number.						
W24	Given a perfect square less than 145, the learner will identify its square root.						
F29	Given an addition problem involving two mixed numbers with regrouping, the learner will identify the sum.						
F33	Given a subtraction problem involving two mixed numbers with regrouping, the learner will identify the difference.						
F35	Given a multiplication problem involving two fractions, the learner will identify the product.						
F21	Given a decimal, the learner will identify the approximation of the decimal to the nearest tenth, hundredth, or thousandth.						
F18	Given a fraction equivalent to a repeating decimal, the learner will identify the repeating decimal.						
F42	Given an addition problem presented in horizontal form involving two decimals, each with 1, 2, or 3 places, the learner will identify the sum.						
F44	Given a subtraction problem presented in horizontal form that involves subtracting a 1-, 2-, or 3-place decimal from a 2- or 3-place decimal, the learner will identify the difference.						
F46	Given a multiplication problem involving two decimals, the learner will identify the product.						
F49	Given a division problem involving 1-, 2-, or 3-place decimals, the learner will identify the quotient when it is rounded to a given decimal place.						
F22	Given a number greater than ten, the learner will identify the scientific notation for the number.						
I4	Given four different arrangements of five integers, the learner will identify the arrangement in which the integers are in order from least to greatest.						
I6	Given an expression involving one integer and two or more negative signs, the learner will identify the simplified form of the expression.						
I8	Given an addition problem involving two integers, the learner will identify the sum.						
I9	Given a subtraction problem involving two integers, the learner will identify the difference.						
I10	Given a multiplication problem involving two integers, the learner will identify the product.						
I12	Given a division problem involving two integers with no remainder, the learner will identify the quotient.						

Objective Identification Number and Objective		Does Objective Represent the Curriculum?		Do You Think it is Essential?		Do You Think it is Desirable?	
		Yes	No	Yes	No	Yes	No
I15	Given an expression involving integers with two or more operations and parentheses, the learner will identify the number to which the expression is equivalent.						
F66	Given three numbers of a proportion, the learner will identify the missing number.						
F67	Given a 1- or 2-place decimal, the learner will identify the percent that is equivalent to the decimal.						
F75	Given a problem of the form "*a* is *b*% of ☐," "*c* is ☐% of *d*," or "☐ is *e*% of *f*," where *a, b, c, d, e,* and *f* are whole numbers or decimals, the learner will identify the solution to the problem.						
F61	Given a word problem involving the scale of a map, the learner will identify the solution to the problem.						
F63	Given a word problem involving the percent of interest on savings or on a loan, the learner will identify the solution to the problem.						
I19	Given a word problem involving the use of integers, the learner will identify the solution to the problem.						
M9	Given a measurement expressed in millimetres, centimetres, metres, or kilometres, the learner will identify the number of another of these units equivalent to the given measurement.						
M18	Given a measurement expressed in ounces, pounds, or tons, the learner will identify the number of another of these units equivalent to the given measurement.						
SF2	Given four finite sets represented in roster notation, the learner will identify the set that is equal or equivalent to a specified finite set.						
SF13	Given a point on a Cartesian coordinate plane, the learner will identify the ordered pair of integers associated with the point.						
SF7	Given a function table with one input missing, the learner will identify the missing input.						
SF4	Given two finite sets represented in roster notation, the learner will identify their intersection.						
SP12	Given an experiment consisting of tossing a coin or rolling a die, the learner will identify the probability of a specified event of the experiment.						
G12	Given a picture of a 2-dimensional figure and four other pictures of 2-dimensional figures, the learner will identify the one of the four that is congruent to the first figure.						
G23	Given a picture of a circle with the length of a radius or a diameter indicated, and given the formula $C = \pi \times d$, the learner will identify the circumference of the circle.						
G32	Given a picture of a circle with the length of a radius or a diameter indicated, and given the formula $A = \pi \times r^2$, the learner will identify the area of the circle.						
G35	Given a picture of a right circular cylinder, right rectangular prism, or right triangular prism, and given the proper volume formula, the learner will identify the volume.						

Name of Evaluator

SDE 33-084b-00
(This form becomes obsolete 6/30/78)

PART B EVALUATION OF TEST ITEMS

Test Level ___ Form ___ Your Name ______________________________

Grade level for which you are evaluating test: (Circle One) 3 6 8

1B

Item Number	Is Item Appropriate For Objective?		Is Item Appropriate For Your Students?	
	Yes	No	Yes	No
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Please see reverse side of this page...

PART B EVALUATION OF TEST ITEMS

Continued

2B. Is the format of the items appropriate?

Please indicate on a three point scale the extent to which you think students at the grade level for which you are evaluating this test would be affected by the item format.

(appropriate) 3 2 1 (inappropriate)

3B. Are the test instructions appropriate?

Please indicate on a three point scale the extent to which you think students at the grade level for which you are evaluating this test can read and understand the instructions.

(easily understood) 3 2 1 (difficult to understand)

Appendix F

Instructions for Evaluating SRA Criterion-Referenced Tests

Purpose of the Evaluation

The purpose of evaluating the SRA tests is two-fold:

1. to determine the extent to which the SRA test objectives and items are consistent with the instruction in South Carolina public schools at grades 3, 6, and 8;
2. to determine the extent of agreement among the evaluations already made by the committee which selected the SRA test and the evaluations to be made by school personnel and superintendents.

The information obtained from this evaluation process will be used in interpreting the results of student achievement from the SRA criterion-referenced tests. It should be noted that since this evaluation is part of a pilot project in criterion-referenced testing, information about the appropriateness of objectives and items is essential for interpeting the test results.

Procedures of the Evaluation

The procedures for evaluating the SRA criterion-referenced tests in reading and mathematics consist of the following four steps:

Step 1: Complete PART A, which involves evaluating the SRA objectives, in the following manner:

a. Read the first objective and check whether it represents your instruction. If the objective is not part of your instruction, check "no" and proceed to the second objective.

b. If the first objective does represent your instruction, consider the columns entitled "Do You Teach the Objective?" and "Do You Review the Objective?".

   1. If you fully cover the material represented by the objective, check "yes" in the "Teach Objective" column.
   2. Some objectives, however, represent material that is actually taught at a previous grade level. While it is part of your instruction, you may just Review the objective to 'set the stage' for other learning. In which case, check "yes" in the "Review Objective" column.
   3. Note, that if you marked "yes" for an objective which represents your instruction, you will only have one corresponding "yes" checked in either the "Teach" or "Review" objective columns.

c. Once you have completed your objective-by-objective evaluation, complete PART B, which involves evaluating the SRA test items.

Step 2: Obtain a copy of the test. (The answer key is located on the SRA list of objectives behind the test booklet in your packet.) Complete Part B in the following manner:

a. First, read an item and mark in the column entitled "Question 1" whether you think it is an appropriate test of the objective. There are three items for each objective. Your judgment for objective appropriateness will indicate whether the content of the item tests the content of the objective.

b. Then, consider the item in terms of its appropriateness for your typical students and mark in the column entitled "Question 2". Your consideration here should include whether you think the item is too difficult or too easy for your typical students, whether it is phrased, or biased, in a way that might place a large subgroup of students at a performance disadvantage, or whether reading ability might influence student achievement on the mathematics test.

Step 3: After completing Questions 1 and 2 for each item, answer sections 2B and 3B.

Step 4: Once your evaluation forms (PARTS A and B) are completed for each test, please return to your district test coordinator.

If you have any questions pertaining to the evaluation of the SRA tests, please do not hesitate to call Corinne Scott at 758-7871 or Paul Sandifer at 758-2251.

PART A

GRADE 3 EVALUATION
READING OBJECTIVES

Objective Identification Number and Objective		Does Objective Represent Your Instruction?		Do You Teach the Objective?		Do You Review the Objective?	
		Yes	No	Yes	No	Yes	No
IB2	Orally given a word that begins with the sound /k/ or /s/, the learner will identify a word that has the same initial hard or soft consonant sound represented by the letter *c*.						
IB3	Orally given a word that begins with the sound /g/ or /j/, the learner will identify a word that has the same initial hard or soft consonant sound represented by the letter *g*.						
IB11	Orally given a word that begins with the sound /sh/ or /th/ or /f/, the learner will identify a word that has the same initial consonant combination sound represented by the letters *sh*, *th*, or *ph*.						
IB12	Orally given a word that begins with the sound /hw/ or /th/ or /ch/, the learner will identify a word that has the same initial consonant combination sound represented by the letters *wh*, *th*, or *ch*						
IB16	Orally given a word that ends with the sound /sh/ or /ch/ or /th/, the learner will identify a word that has the same final consonant combination sound represented by the letters *sh*, *ch*, or *th*.						
IB17	Orally given a word that ends with the sound /f/ or /ŋ/ or /k/, the learner will identify a word that has the same final consonant combination sound represented by the letters *gh*, *ng*, or *ck*.						
IB20	Orally given a word that has the short vowel sound /ă/ or /ĕ/ or /ŏ/, the learner will identify a word that has the same short vowel sound.						
IB21	Orally given a word that has the short vowel sound /ĕ/ or /ĭ/ or /ŭ/, the learner will identify a word that has the same short vowel sound.						
IB22	Orally given a word that has the long vowel sound /ā/ or [illegible] or /ī/, the learner will identify a word that has the same long vowel sound.						
IB23	Orally given a word that has the long vowel sound /ē/ or /ī/ or /ū/, the learner will identify a word that has the same long vowel sound.						
IB25	Orally given a word that has the vowel sound /ā/ or /ē/ or /ü/, the learner will identify a word that has the same vowel sound represented by the letters *ay*, *ee*, or *oo*.						
IB26	Orally given a word that has the vowel sound /ō/ or /ā/ or /ī/, the learner will identify a word that has the same vowel sound represented by the letters *oa*, *ai*, or *ie*.						
IB27	Orally given a word that has the vowel sound /ē/ or /ü/ or /ō/, the learner will identify a word that has the same vowel sound represented by the letters *ea*, *oo*, or *ow*.						

Objective Identification Number and Objective		Does Objective Represent Your Instruction?		Do You Teach the Objective?		Do You Review the Objective?	
		Yes	No	Yes	No	Yes	No
IB30	Orally given a word that has the vowel sound */oi/* or */au/*, the learner will identify a word that has the same vowel sound represented by the letters *oi* or *ou*.						
IB31	Orally given a word that has the vowel sound */ói/* or */aú/*, the learner will identify a word that has the same vowel sound represented by the letters *oy* or *ou*.						
IB32	Orally given a word that has an r-controlled vowel (*ar* or *or* or *er*), the learner will identify a word that has the same r-controlled vowel sound.						
IE1	Orally given a story, the learner will identify an illustration of the main idea in the story.						
IE4	Orally given a story, the learner will identify an illustration of a conclusion based on the material in the story.						
IC37	Orally given a two-, three-, or four-syllable word, the learner will identify the number of syllables it contains.						
IC3	Given a sentence with a compound word omitted, the learner will identify the compound word to correctly complete the sentence.						
IC16	Given the singular form of a noun that forms its plural by the addition of *ies* or *ves*, the learner will identify the plural form.						
IC18	Given a noun that forms the plural in an irregular manner, the learner will identify the singular or plural noun.						
ID1	Given a word, the learner will identify its synonym.						
ID2	Given a word, the learner will identify its antonym.						
ID4	Given a homonym, the learner will identify the word that has the same pronunciation.						
ID7	Given an unfamiliar word in context, the learner will identify the meaning of the word.						
ID8	Given a sentence with a word omitted, the learner will use context clues to identify a word to correctly complete the sentence.						
IF1	Given a set of words, the learner will identify by second letter the word that comes first in alphabetical order.						
IE13	Given a reading selection, the learner will identify a conclusion based on the material in the selection.						
IE10	Given a reading selection, the learner will identify the sequence of the main events.						
IE15	Given a reading selection, the learner will identify a cause-and-effect relationship.						
IE8	Given a reading selection, the learner will identify an appropriate title.						

____
Name of Evaluator

SDE 33-083a-00
(This form becomes obsolete 6/30/78)

PART A

GRADE 3 EVALUATION
MATHEMATICS OBJECTIVES

Objective Identification Number and Objective		Does Objective Represent Your Instruction?		Do You Teach the Objective?		Do You Review the Objective?	
		Yes	No	Yes	No	Yes	No
W1	Given a sequence of three consecutive 3-digit whole numbers, the learner will identify the next number in the sequence.						
W2	Given a sequence of three whole numbers formed by skip-counting by 2, 5, or 10, the learner will identify the next number in the sequence.						
W84	Given four 1- or 2-digit whole numbers, the learner will identify the number that is odd or even as specified.						
W3	Given the numeral for a 3- or 4-digit whole number, the learner will identify the word name for the number.						
W5	Given two whole numbers greater than 10 and less than 1000, the learner will identify the inequality sign that indicates their order.						
W10	Given the expanded numeral for a 3- or 4-digit whole number, the learner will identify the standard numeral for that number.						
W26	Given an addition problem involving two 2-digit whole numbers with no regrouping, the learner will identify the sum.						
W27	Given an addition problem involving three 2-digit whole numbers with no regrouping, the learner will identify the sum.						
W28	Given an addition problem involving two 2-digit whole numbers with regrouping, the learner will identify the sum.						
W29	Given an addition problem involving three 2-digit whole numbers with regrouping, the learner will identify the sum.						
W30	Given an addition problem involving two 3-digit whole numbers with regrouping, the learner will identify the sum.						
W34	Given a subtraction problem involving two 2-digit whole numbers with no regrouping, the learner will identify the difference.						
W35	Given a subtraction problem involving a 2-digit whole number and a 1- or 2-digit whole number with regrouping, the learner will identify the difference.						
W36	Given a subtraction problem involving a 3-digit whole number and a 2-digit whole number with regrouping, the learner will identify the difference.						
W39	Given a multiplication problem involving two 1-digit whole numbers, the learner will identify the product.						
W40	Given a multiplication problem involving a 2-digit whole number and a 1-digit whole number with no regrouping, the learner will identify the product.						
W41	Given a multiplication problem involving a 2-digit whole number and a 1-digit whole number with regrouping, the learner will identify the product.						
W47	Given a division problem involving whole numbers with a 1-digit divisor, a 1-digit quotient, and no remainder, the learner will identify the quotient.						
W57	Given a number line on which an addition problem involving whole numbers is illustrated, the learner will identify the addition problem.						
W58	Given a number line on which a subtraction problem involving whole numbers is illustrated, the learner will identify the subtraction problem.						
W59	Given a number line on which a multiplication problem involving whole numbers is illustrated, the learner will identify the multiplication problem						
W74	Given an open addition sentence involving whole numbers with two 1-digit addends, the learner will identify the missing addend.						

Objective Identification Number and Objective		Does Objective Represent Your Instruction?		Do You Teach the Objective?		Do You Review the Objective?	
		Yes	No	Yes	No	Yes	No
W78	Given an open subtraction sentence involving whole numbers with 1-digit addends, the learner will identify the missing sum.						
W61	Given an addition problem with a whole number and 0 as addends, or a multiplication problem with a whole number and either 0 or 1 as factors, the learner will identify the sum or product.						
F1	Given a picture of a region divided into two, four, or five congruent parts with one or more parts shaded, the learner will identify the fraction that indicates the shaded portion.						
W68	Given a one-step word problem that can be solved by addition or subtraction of whole numbers, the learner will identify the addition or subtraction sentence that is used to solve the problem.						
W69	Given a one-step word problem that can be solved by addition or subtraction of whole numbers, the learner will identify the solution to the problem.						
M27	Given a certain number of quarters, dimes, nickels, and pennies whose total value is less than one dollar, the learner will identify the total amount.						
M28	Given a word problem involving the prices of two or three items expressed in dollars and cents, the learner will identify the total price.						
M32	Given a picture of a clock and a list of times expressed with colons, the learner will identify the time shown.						
M1	Given a picture of an object aligned with a ruler having nonstandard units, the learner will identify the length of the object.						
M2	Given a picture of an object aligned with a centimetre ruler, the learner will identify the length of the object.						
G1	Given pictures of four geometric figures, the learner will identify the curve, closed curve, or simple closed curve as specified.						
G7	Given pictures of four quadrilaterals, the learner will identify the square, rectangle, or parallelogram as specified.						
G11	Given a picture of a 2-dimensional figure and pictures of four 2-dimensional figures, the learner will identify the one of the four that has the same size and shape as the first figure.						
G24	Given a picture of a rectangle or a triangle drawn on a grid, the learner will identify the area.						

Name of Evaluator

SDE 33-084a-00
(This form becomes obsolete 6/30/78)

PART A

GRADE 6 EVALUATION
READING OBJECTIVES

Objective Identification Number and Objective		Does Objective Represent Your Instruction?		Do You Teach the Objective?		Do You Review the Objective?	
		Yes	No	Yes	No	Yes	No
IC8	Given a sentence with a suffixed word, the learner will identify the meaning of the word.						
IC12	Given a sentence with a prefixed word, the learner will identify the meaning of the word.						
IC27	Given sentences, the learner will identify the sentence in which the comparative form of an adjective or adverb is used correctly.						
IC28	Given sentences, the learner will identify the sentence in which the superlative form of an adjective or adverb is used correctly.						
IC31	Given sentences, the learner will identify the sentence in which the inflected verb form is used correctly.						
IC32	Given a sentence with the verb omitted, the learner will identify the verb necessary for subject-verb agreement.						
IC39	Given a word, the learner will identify its syllabication.						
ID1	Given a word, the learner will identify its synonym.						
ID2	Given a word, the learner will identify its antonym.						
ID3	Given a pair of words, the learner will identify the words as synonyms, antonyms, or neither.						
ID4	Given a homonym, the learner will identify the word that has the same pronunciation.						
ID7	Given an unfamiliar word in context, the learner will identify the meaning of the word.						
ID8	Given a sentence with a word omitted, the learner will use context clues to identify a word to correctly complete the sentence.						
ID9	Given a sentence with a simile, the learner will identify the meaning of the simile.						
ID10	Given a sentence with a metaphor, the learner will identify the meaning of the metaphor.						
IE7	Given a reading selection, the learner will identify the main idea.						
IE9	Given a reading selection, the learner will identify a detail from the material in the selection.						

Objective Identification Number and Objective		Does Objective Represent Your Instruction?		Do You Teach the Objective?		Do You Review the Objective?	
		Yes	No	Yes	No	Yes	No
IE10	Given a reading selection, the learner will identify the sequence of the main events.						
IE12	Given a reading selection, the learner will identify a sentence that summarizes it.						
IE13	Given a reading selection, the learner will identify a conclusion based on the material in the selection.						
IE15	Given a reading selection, the learner will identify a cause-and-effect relationship.						
IE16	Given a reading selection, the learner will compare or contrast material to identify the correct answer.						
IE18	Given a reading selection, the learner will identify the author's purpose.						
IE24	Given a natural science selection and a set of questions, the learner will identify for each question the statement that correctly answers it.						
IE25	Given a social studies selection and a set of questions, the learner will identify for each question the statement that correctly answers it.						
IF11	Given an illustration of encyclopedia volumes, the learner will identify the volume that has information on a specific topic.						
IF12	Given a sentence with a key word, the learner will identify the key word to use to find a topic in an encyclopedia.						
IF6	Given a sample dictionary entry, the learner will identify the function (pronunciation, definition, or part of speech) of each part.						
IF9	Given a pronunciation key and a word, the learner will identify the correct pronunciation of the word.						
IF13	Given an illustration of a library card catalog, the learner will identify the drawer that has an author, a title, or a subject card.						
IF14	Given a sample library catalog card, the learner will identify the author, title, or call number of a book.						
IF17	Given a sample table of contents page, the learner will identify the page, chapter, or section references for a specific topic.						
IF24	Given a sample diagram, the learner will identify specific information.						
IF21	Given a question on a specific topic, the learner will identify the source (dictionary, encyclopedia, or card catalog) to use to find information on a topic.						
IE17	Given sentences that are statements of fact or opinion, the learner will identify the sentence that is a statement of opinion.						

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Name of Evaluator

SDE 33-083c-00
(This form becomes obsolete 6/30/78)

PART A

GRADE 6 EVALUATION
MATHEMATICS OBJECTIVES

Objective Identification Number and Objective		Does Objective Represent Your Instruction?		Do You Teach the Objective?		Do You Review the Objective?	
		Yes	No	Yes	No	Yes	No
W19	Given a 4-digit whole number, the learner will identify the approximation of the number to the nearest thousand, hundred, or ten.						
W32	Given an addition problem involving three whole numbers greater than 100 and less than 10,000, the learner will identify the sum.						
W37	Given a subtraction problem involving a 3-, 4-, or 5-digit whole number and a 3-digit whole number, the learner will identify the difference.						
W66	Given a multiplication problem with two whole-number factors less than 1000, the learner will identify the appropriate factors for estimating the product.						
W42	Given a multiplication problem involving a 3-digit whole number and a 1-digit whole number, the learner will identify the product.						
W44	Given a multiplication problem involving a 3-digit whole number and a 2-digit whole number, the learner will identify the product.						
W45	Given a multiplication problem involving two 3-digit whole numbers, the learner will identify the product.						
W52	Given a division problem that involves dividing a 3-digit whole number by a 1-digit whole number with a remainder, the learner will identify the quotient and remainder.						
W55	Given a division problem that involves dividing a 3- or 4-digit whole number by a 2-digit whole number with a remainder, the learner will identify the quotient and remainder.						
W75	Given an open addition sentence involving 2-digit whole numbers, the learner will identify the missing addend.						
W81	Given an open division sentence involving whole numbers with a 1-digit divisor and a 2-digit quotient, the learner will identify the missing dividend.						
W21	Given a 1-digit whole number, the learner will identify its square.						
W88	Given four whole numbers, the learner will identify the one that is a multiple of a specified number.						
W87	Given two 2-digit whole numbers, the learner will identify their greatest common factor.						
F5	Given four fractions, the learner will identify the one that is equivalent to a specified fraction.						
F25	Given an addition problem involving two fractions with like denominators, the learner will identify the sum.						
F27	Given an addition problem involving two fractions with unlike denominators, the learner will identify the sum.						
F28	Given an addition problem involving two mixed numbers and no regrouping, the learner will identify the sum.						
F31	Given a subtraction problem involving two fractions with unlike denominators, the learner will identify the difference.						
F33	Given a subtraction problem involving two mixed numbers with regrouping, the learner will identify the difference.						
F35	Given a multiplication problem involving two fractions, the learner will identify the product.						

Objective Identification Number and Objective		Does Objective Represent Your Instruction?		Do You Teach the Objective?		Do You Review the Objective?	
		Yes	No	Yes	No	Yes	No
F39	Given a division problem involving fractions, the learner will identify the quotient.						
F13	Given a 3-place decimal, the learner will identify the place value of a specified digit.						
F19	Given a terminating decimal, the learner will identify the fraction that is equivalent to the decimal.						
F12	Given a 1-place decimal, the learner will identify the point associated with it on a number line.						
F15	Given two decimals, each with 1, 2, or 3 places, the learner will identify the inequality sign that indicates their order.						
F41	Given an addition problem presented in vertical form involving two decimals, each with 1, 2, or 3 places, the learner will identify the sum.						
F43	Given a subtraction problem presented in vertical form that involves subtracting a 1-, 2-, or 3-place decimal from a 2- or 3-place decimal, the learner will identify the difference.						
F45	Given a multiplication problem involving a 1-, 2-, or 3-place decimal and a whole number, the learner will identify the product.						
F46	Given a multiplication problem involving two decimals, the learner will identify the product.						
F56	Given a one-step word problem involving fractions that can be solved by addition or subtraction, the learner will identify the solution to the problem.						
F57	Given a one-step word problem involving fractions that can be solved by multiplication or division, the learner will identify the solution to the problem.						
SF5	Given a function table with one output missing, the learner will identify the missing output.						
M9	Given a measurement expressed in millimetres, centimetres, metres, or kilometres, the learner will identify the number of another of these units equivalent to the given measurement.						
M14	Given a measurement expressed in cups, pints, quarts, or gallons, the learner will identify the number of another of these units equivalent to the given measurement.						
M22	Given an addition problem involving two measurements expressed in yards and inches or in feet and inches and requiring regrouping, the learner will identify the sum.						
G4	Given pictures of four angles, the learner will identify the angle that is acute, right, or obtuse as specified.						
M5	Given a picture of an angle and a protractor with neither side of the angle passing through the 0°-point of the protractor, the learner will identify the degree measure of the angle.						
G12	Given a picture of a 2-dimensional figure and four other pictures of 2-dimensional figures, the learner will identify the one of the four that is congruent to the first figure.						
G26	Given a picture of a rectangle with the lengths of the sides indicated, the learner will identify the area of the rectangle.						

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Name of Evaluator

SDE 33-084c-00
(This form becomes obsolete 6/30/78)

PART A

GRADE 8 EVALUATION
READING OBJECTIVES

Objective Identification Number and Objective		Does Objective Represent Your Instruction?		Do You Teach the Objective?		Do You Review the Objective?	
		Yes	No	Yes	No	Yes	No
IC9	Given an obscure suffixed word and the meaning of its root, the learner will identify the meaning of the word.						
IC13	Given an obscure prefixed word and the meaning of its root, the learner will identify the meaning of the word.						
IC27	Given sentences, the learner will identify the sentence in which the comparative form of an adjective or adverb is used correctly.						
IC28	Given sentences, the learner will identify the sentence in which the superlative form of an adjective or adverb is used correctly.						
ID1	Given a word, the learner will identify its synonym.						
ID2	Given a word, the learner will identify its antonym.						
ID3	Given a pair of words, the learner will identify the words as synonyms, antonyms, or neither.						
ID4	Given a homonym, the learner will identify the word that has the same pronunciation.						
ID	Given an unfamiliar word in context, the learner will identify the meaning of the word.						
ID9	Given a sentence with a word omitted, the learner will use context clues to identify a word to correctly complete the sentence.						
ID10	Given a sentence with a metaphor, the learner will identify the meaning of the metaphor.						
ID11	Given a sentence with personification, the learner will identify the meaning of the personification.						
IE7	Given a reading selection, the learner will identify the main idea.						
IE9	Given a reading selection, the learner will identify a detail from the material in the selection.						
IE10	Given a reading selection, the learner will identify the sequence of the main events.						
IE12	Given a reading selection, the learner will identify a sentence that summarizes it.						
IE15	Given a reading selection, the learner will identify a cause-and-effect relationship.						

Objective Identification Number and Objective		Does Objective Represent Your Instruction?		Do You Teach the Objective?		Do You Review the Objective?	
		Yes	No	Yes	No	Yes	No
IE16	Given a reading selection, the learner will compare or contrast material to identify the correct answer.						
IE18	Given a reading selection, the learner will identify the author's purpose.						
IE19	Given a reading selection, the learner will identify the author's opinion.						
IE20	Given a reading selection, the learner will identify facts the author presented to support his opinion.						
IE23	Given a fictional story and a set of questions, the learner will identify the setting, theme, and mood of the story.						
IE24	Given a natural science selection and a set of questions, the learner will identify for each question the statement that correctly answers it.						
IE25	Given a social studies selection and a set of questions, the learner will identify for each question the statement that correctly answers it.						
IF5	Given a sample dictionary page and a word in context, the learner will identify the correct definition of the word.						
IF9	Given a pronunciation key and a word, the learner will identify the correct pronunciation of the word.						
IF14	- Given a sample library catalog card, the learner will identify the author, title, or call number of a book.						
IF26	Given a sample table, the learner will identify specific information.						
IF19	Given a sample bibliography page, the learner will identify a book title, author, or publisher of specific references.						
IF25	Given a sample graph, the learner will identify specific information.						
IF27	Given a passage and an outline that has topics missing, the learner will identify a main topic, subtopic, or detailed sentence to correctly complete the outline.						
IF20	Given a question on a specific topic, the learner will identify the source (newspaper, telephone book, or timetable) to use to find information on a topic.						
IF22	Given a question on a specific topic, the learner will identify the source (almanac, atlas, or thesaurus) to use to find information on a topic.						
IE11	Given a sentence, the learner will identify its paraphrase.						
IE17	Given sentences that are statements of fact or opinion, the learner will identify the sentence that is a statement of opinion.						

Name of Evaluator

SDE 33-083e-00
(This form becomes obsolete 6/30/78)

PART A

GRADE 8 EVALUATION
MATHEMATICS OBJECTIVES

Objective Identification Number and Objective		Does Objective Represent Your Instruction?		Do You Teach the Objective?		Do You Review the Objective?	
		Yes	No	Yes	No	Yes	No
W32	Given an addition problem involving three whole numbers greater than 100 and less than 10,000, the learner will identify the sum.						
W37	Given a subtraction problem involving a 3-, 4-, or 5-digit whole number and a 3-digit whole number, the learner will identify the difference.						
W44	Given a multiplication problem involving a 3-digit whole number and a 2-digit whole number, the learner will identify the product.						
W55	Given a division problem that involves dividing a 3- or 4-digit whole number by a 2-digit whole number with a remainder, the learner will identify the quotient and remainder.						
W23	Given a number expressed as a power with the base and the exponent both less than 6, the learner will identify the standard numeral for the number.						
W24	Given a perfect square less than 145, the learner will identify its square root.						
F29	Given an addition problem involving two mixed numbers with regrouping, the learner will identify the sum.						
F33	Given a subtraction problem involving two mixed numbers with regrouping, the learner will identify the difference.						
F35	Given a multiplication problem involving two fractions, the learner will identify the product.						
F21	Given a decimal, the learner will identify the approximation of the decimal to the nearest tenth, hundredth, or thousandth.						
F18	Given a fraction equivalent to a repeating decimal, the learner will identify the repeating decimal.						
F42	Given an addition problem presented in horizontal form involving two decimals, each with 1, 2, or 3 places, the learner will identify the sum.						
F44	Given a subtraction problem presented in horizontal form that involves subtracting a 1-, 2-, or 3-place decimal from a 2- or 3-place decimal, the learner will identify the difference.						
F46	Given a multiplication problem involving two decimals, the learner will identify the product.						
F49	Given a division problem involving 1-, 2-, or 3-place decimals, the learner will identify the quotient when it is rounded to a given decimal place.						
F22	Given a number greater than ten, the learner will identify the scientific notation for the number.						
I4	Given four different arrangements of five integers, the learner will identify the arrangement in which the integers are in order from least to greatest.						
I6	Given an expression involving one integer and two or more negative signs, the learner will identify the simplified form of the expression.						
I8	Given an addition problem involving two integers, the learner will identify the sum.						
I9	Given a subtraction problem involving two integers, the learner will identify the difference.						
I10	Given a multiplication problem involving two integers, the learner will identify the product.						
I12	Given a division problem involving two integers with no remainder, the learner will identify the quotient.						

Objective Identification Number and Objective		Does Objective Represent Your Instruction?		Do You Teach the Objective?		Do You Review the Objective?	
		Yes	No	Yes	No	Yes	No
I15	Given an expression involving integers with two or more operations and parentheses, the learner will identify the number to which the expression is equivalent.						
F66	Given three numbers of a proportion, the learner will identify the missing number.						
F67	Given a 1- or 2-place decimal, the learner will identify the percent that is equivalent to the decimal.						
F75	Given a problem of the form "*a* is *b*% of ☐," "*c* is ☐% of *d*," or "☐ is *e*% of *f*," where *a, b, c, d, e,* and *f* are whole numbers or decimals, the learner will identify the solution to the problem.						
F61	Given a word problem involving the scale of a map, the learner will identify the solution to the problem.						
F63	Given a word problem involving the percent of interest on savings or on a loan, the learner will identify the solution to the problem.						
I19	Given a word problem involving the use of integers, the learner will identify the solution to the problem.						
M9	Given a measurement expressed in millimetres, centimetres, metres, or kilometres, the learner will identify the number of another of these units equivalent to the given measurement.						
M18	Given a measurement expressed in ounces, pounds, or tons, the learner will identify the number of another of these units equivalent to the given measurement.						
SF2	Given four finite sets represented in roster notation, the learner will identify the set that is equal or equivalent to a specified finite set.						
SF13	Given a point on a Cartesian coordinate plane, the learner will identify the ordered pair of integers associated with the point.						
SF7	Given a function table with one input missing, the learner will identify the missing input.						
SF4	Given two finite sets represented in roster notation, the learner will identify their intersection.						
SP12	Given an experiment consisting of tossing a coin or rolling a die, the learner will identify the probability of a specified event of the experiment.						
G12	Given a picture of a 2-dimensional figure and four other pictures of 2-dimensional figures, the learner will identify the one of the four that is congruent to the first figure.						
G23	Given a picture of a circle with the length of a radius or a diameter indicated, and given the formula $C = \pi \times d$, the learner will identify the circumference of the circle.						
G32	Given a picture of a circle with the length of a radius or a diameter indicated, and given the formula $A = \pi \times r^2$, the learner will identify the area of the circle.						
G35	Given a picture of a right circular cylinder, right rectangular prism, or right triangular prism, and given the proper volume formula, the learner will identify the volume.						

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Name of Evaluator

SDE 33-084e-00
(This form becomes obsolete 6/30/78)

PART B EVALUATION OF TEST ITEMS

Test Level ___ Form ___ Your Name ______________________________

Grade level for which you are evaluating test: (Circle One) 3 6 8

1B

Item Number	Is Item Appropriate For Objective?		Is Item Appropriate For Your Students?	
	Yes	No	Yes	No
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1B Continued

Item Number	Is Item Appropriate For Objective?		Is Item Appropriate For Your Students?	
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PART B EVALUATION OF TEST ITEMS

Continued

2B. Is the format of the items appropriate?

Please indicate on a three point scale the extent to which you think students at the grade level for which you are evaluating this test would be affected by the item format.

(appropriate) 3 2 1 (inappropriate)

3B. Are the test instructions appropriate?

Please indicate on a three point scale the extent to which you think students at the grade level for which you are evaluating this test can read and understand the instructions.

(easily understood) 3 2 1 (difficult to understand)